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ABSTRACT

The goal of this program was to improve the monitorship of sex bias and sex-role stereotyping in a federal educational program. A federally-supported vocational education program was chosen as the target of the project. The project improved the monitoring of the program by (1) identifying the potential criteria to be used in eliminating sex bias, (2) formulating an instrument to be used by program monitors, (3) providing inservice training for project officers in the use of the instrument, and (4) evaluating the extent to which monitorship in the program improved as a result. The evaluation of the effectiveness of the project was based on an analysis of the content of site visit evaluation reports of project monitors over a 30-month period. The evaluation revealed that the overall quality of monitoring for sex bias and sex-role stereotyping improved significantly in the vocational demonstration program. (Author/JM)

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ADMINISTRATIVE IMPROVEMENT ACTIVITY IN THE AREA OF ELIMINATING SEX BIAS AND SEX-ROLE STEREOTYPING

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

by Joyce Cook[1]

Submitted in partial fulfillment of the
requirements of the National Ed. D. Program
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Introductory Practicum
Washington, D.C. II Cluster
Submitted: February 15, 1978

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PREFACE

In 1976, despite the increasing numbers of laws and Executive Orders, the U. S. Office of Education (USOE) had not yet implemented an Agency-wide policy concerning program monitorship and evaluation of federally-supported education activities for possible sex bias and sex-role stereotyping. Specifically needed, in the opinion of the writer, were instructions to program/project monitors on how they were to deal with possible sex discrimination in hiring and pay practices and in equal access to, and equal opportunities for, educational pursuits by women and girls, men and boys.

The concept of a handbook for program officers to use in monitoring demonstration projects was approved by William F. Pierce, Deputy Commissioner for Occupational and Adult Education, on March 30, 1976, at which time the writer began to prepare a formal proposal for consideration by the Agency and by Nova University.

After an extensive review of the literature and the preparation of a formal proposal, the writer received the approval of Nova University to proceed with the practicum activity on November 8, 1976. The approval of Howard F. Hjelm, as Director, Division of Research and Demonstration, and as Acting Associate Commissioner for Adult, Vocational, Technical and Manpower Education, followed on December 1, 1976.

Lacking USOE agency-wide policy guidance, the writer proposed to improve monitorship in a single educational program; namely, the

Vocational Education Demonstration Program. Accomplishing even this, however, would require that the writer work across the Department of Health, Education, and Welfare's (HEW's) Office for Civil Rights. HEW Office of General Counsel, and many key units in the USOE in order to secure USOE approval of a trial activity in a single program.

Accordingly, an advisory group was appointed and assembled which represented the key groups requiring involvement if the educational improvement activity were to be successful. The necessary groups to be involved were the Women's Educational Equity Program in the USOE, the Policy and Program Development Branch of the HEW Office for Civil Rights, the National Advisory Council on Women's Educational Programs, the National Advisory Council of Vocational Education, and the HEW Office of General Counsel. Members of that advisory group were:

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In addition, to the above advisory group, other key individuals made significant contributions to the work of the writer. Among these were Howard F. Hjelm, Director of the Division of Research and Demonstration, Bureau of Occupational and Adult Education, USOE; Lawrence Braaten, Chief, Demonstration Branch, Division of Research and Demonstration, Bureau of Occupational and Adult Education, USOE; Jeanne Williams, an Education Program Specialist, also in the Demonstration Branch; and David H. Cook, my husband, who now feels that he has eaten, slept with, and dreamed about education inequities for women for the past twelve months. In addition to offering consistent positive encouragement and support, David held my hand through the statistical analyses in the Evaluation Section and checked my work.

From time to time, also, the Branch Chiefs in the Division of Research and Demonstration reviewed the work of the writer and made significant editorial suggestions, at the same time participating with the Division Director, Howard Hjelm, in measuring the practicality of the various options open to the unit in monitoring for sex bias and sex-role stereotyping. These individuals were Mary Marks, Chief of the Curriculum Branch; Glenn Boerrigter, Chief of the Research Branch; and Duane Nielsen, Chief of the Education Personnel Development Branch.

The following report has been formulated around key subject matter areas in the process of carrying out the educational improvement activity: (1) Establishing the need for the project; (2) Objectives of the project; (3) Project strategies; (4) Implementation; and (5) Evaluation.

IDENTIFICATION AND DOCUMENTATION OF THE NEED

As a result of amendments to the Civil Rights Act of 1964, and other legislative and Presidential mandates on equal employment and equal educational opportunity without regard to sex, all U. S. Office of Education (USOE) programs were feeling Congressional and consumer pressure to identify and eliminate sex-role stereotyping in the eudcational programs they sponsored.

In response, the guidelines for the Part D program (Vocational Education Amendments of 1968, Exemplary Programs and Projects in Vocational Education) called for a program focus on the elimination of sex bias and sex-role stereotyping in all aspects of the projects supported by the U. S. Commissioner of Education under his discretionary portion of that authority. Prior to their publication in the _Federal Register_, these guidelines received the approval of both the U. S. Commissioner of Education and the Secretary of Health, Education, and Welfare.

Guidelines announced in the _Federal Register_ for the program read, in part:

> (c) Required program features. In addition to selecting from the above three priority areas, applicants should include in the single operational setting defined for the project _all_ of the following three program features:
>
> (1) A systematic plan to eliminate existing sex bias and sex-role stereotyping and to avoid introducing these elements into the activities undertaken with respect to the demonstration project; . . .
>
> (3) A strong emphasis on sex-fair guidance, counseling, placement, and follow-up services.

Specific criteria for the selection of proposals to be funded under the Part D program in 1976 read:

> (1) Elimination of sex bias and sex-role stereotyping. With respect to the elimination and avoidance of sex bias and sex-role stereotyping within the demonstration project, applications will be evaluated on the extent to which the applicant organization has committed itself, in the application, to:
>
> (i) The selection, development, and/or alteration of all curriculum, instructional materials, and evaluation instruments for use in the demonstration projects to insure an absence of sex-role stereotyping;
>
> (ii) An emphasis on the placement of young people in exploration and training opportunities without regard to traditional practices in vocational education and employment; and
>
> (iii) The identification of women and men in non-traditional work roles who will work with younger women and men both in school and in the work place when the younger persons have an interest in a similar but non-traditional area or when they need encouragement to pursue some other non-traditional area for which they have developed an interest . . .
>
> (3) Sex-fair guidance, counseling, placement, and follow-up services. With respect to this requirement, applications will be evaluated on the extent to which:
>
> (i) Applicants have committed themselves to the development of process objectives and measurable student outcome objectives for sex-fair guidance and counseling with respect to career decisionmaking; and
>
> (ii) Applicants have committed themselves to accounting for the successful placement and the follow-up of each and every young person leaving the participating schools, whether by graduation or by dropping out. Coordination should be provided with, and the actual involvement sought, of the U. S. Employment Service representatives and Comprehensive Employment and Training Act (CETA) personnel. Successful placement may be considered the enrollment and progress of the young person in a CETA program in a secondary or post-secondary occupational program, in a four-year college, in a

job for which training has been provided, or in some other situation expressed by the young person as a desired goal.

This writer, the headquarters Part D Program Coordinator, assumes responsibility for quarterly seminars for the USOE Regional Officers assigned to assume major responsibility for the following Part D program functions: (a) information-giving activities and technical assistance to both potential applicants and grant awardees, (b) input of the Regional Office perspective into policymaking for the program and into the proposal selection process, (c) review of proposals, and (d) routine monitoring and evaluation of the funded projects. The Regional Officers are, accordingly, named as official project officers on each of the projects supported under the Federally-administered portion of the Part D program.

On February 6, 1975, Deputy Commissioner William F. Pierce, in a memorandum to the Bureau of Occupational and Adult Education headquarters staff and the Regional Directors of Occupational and Adult Education, stated:

> As you know, the Education Amendments of 1972, P.L. 92-318, Title IX, prohibits sex discrimination in all federally assisted education programs and amends certain portions of the Civil Rights Act of 1964.
>
> The basic provision of Title I states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal Financial Assistance. . ."
>
> In compliance with Title IX, you are asked to review all regulations, program guides, curricula under development with Federal funds, and other educational materials and activities which fall under the area of responsibility in an attempt to delete any discriminatory connotation, stereotyping or discriminatory practices based upon sex.

And on Monday, April 21, 1975, in testimony before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, U. S. House of Representatives, Deputy Commissioner Pierce testified as follows:

> We are aware of many existing problems concerning enrollment of females in vocational programs. Some of these problems are:
>
> --The concentration of women in four occupational areas--health, consumer and homemaking, gainful home economics, and office occupations--and generally in the lower paying segments of these occupations.
>
> --The lack of flexible scheduling of programs which would offer women, particularly those who are heads of households and/or have pre-school or school aged children, the opportunity to enroll in higher level skill training programs.
>
> --Guidance counselors and guidance materials which promote sex stereotyping.
>
> --The traditional attitudes in our society, which are often reflected in our schools, that it is neither appropriate, important or necessary for women to participate in traditionally male-dominated education programs.
>
> As I am sure most of you are aware, these and other problems often make it difficult for women to enter traditionally male-dominated vocational programs which are of the greatest interest to women, which afford them the greatest opportunity for career advancement, and which pay the highest wages. Several recent studies, such as Project Baseline's report, Women in Vocational Education, the study of the Characteristics of Students and Staff, 1972, developed by the National Center for Education Statistics, and the survey taken in January 1974, by the Office for Civil Rights among area vocational schools, provided additional information and verified what we know--that we still face serious problems in providing an equal opportunity for all students who need vocational training.

In conversations and meetings with the Regional Officers responsible for monitoring the Part D programs (nine out of ten of whom were men), a recurrent theme had been - "How can we monitor for and provide leadership in eliminating something which we do not recognize?" A cursory review of site visit reports by these project officers in Fiscal Year 1975, despite policy statements by the Deputy Commissioner, revealed extremely limited activity in monitoring for sex bias and sex-role stereotyping. In fact, a more in-depth analysis of evaluation site visit reports prior to the initiation of this project revealed only three incidents out of 19 site visit reports analyzed where a project officer cited sex bias and sex-role stereotyping as a matter of concern.

It seemed appropriate to the writer that a guide be developed which would assist project officers in their monitoring activities. Such a guide would assist Federal project monitors clarify their monitorship responsibilities, identify observable signs which suggested the existence of sex bias and sex-role stereotyping in the local projects they visited and in the Federally-supported curriculum and instructional materials they reviewed, and determine what actions were deemed desirable and appropriate by the USOE when potential violations of Title IX were encountered.

THE OBJECTIVES OF THE PROJECT

The objectives of the educational improvement activity, as approved by the USOE and NOVA University, were to:

1. Develop and implement a guide for use by the USOE Part D project monitors which would result both in increased and improved monitoring and evaluation of discretionary projects for sex bias and sex-role stereotyping.

2. Hold an inservice training session in the use of the guide.

3. Revise the guide based on the inservice training session and the feedback received from an advisory panel.

4. Print and disseminate the guide to all persons directly concerned with the administration of exemplary projects in vocational education.

PROJECT STRATEGIES

An ERIC search and several years' collection of hard copy materials on the subject revealed that most materials dealt with proving (a) that such a phenomenon as sex-role stereotyping exists and (b) that it can be quantified in printed textbooks, curriculum guides, and instructional materials. Only a few documents related to observable educational environments and educational processes and practices that exemplified sex-role stereotyping and sex bias.

Accordingly, the purpose of the guide to be used in monitoring and evaluating Federally-administered Part D projects was intended: (1) to clarify the monitorship role expected of project or program officers, (2) to provide them with a current synthesis of what could be observed (in printed matter and other materials, such as audio-visual materials), and (3) to project for them what may now be observable in learning environments and educational processes that suggest the existence of sex bias and sex-role stereotyping. Also to be included in the guide was a checklist which would permit the quantification of sex-role stereotyping which was observed in a visit to a local project and which could be used, either by the Federal project monitor or by the local school district, in self-evaluation.

The guide was intended to be presented to the USOE Regional Officers in a regularly scheduled seminar. The same seminar was to include the presentation of curriculum and instructional materials and pictured, simulated, or filmed educational environments and educational processes which reflected the existence of sex bias and sex-role stereotyping to which the checklist in the guide might be applied.

The Regional Officers involved in the seminar were to be encouraged to discuss and to clarify for themselves both the monitorship role expected of them within the Part D projects and the variations that existed among them in the application of the checklist to the materials, pictures, simulations, and films which had been provided to them.

A semantic differential instrument was designed to measure understanding of the role anticipated of Federal Part D project monitors and the monitors' feelings of competence in identifying and dealing with sex-role stereotyping and sex bias. Administered on a pre-test/post-test basis, the instrument was intended to measure the extent to which a helpful guide had been drafted. Additionally, instances of the monitors' citations of possible violations and their recommendations with respect thereto in Fiscal Year 1975 were to be tabulated and compared with citations and recommendations in Fiscal Year 1976. Tabulations were to be based on the content of evaluation site visit reports. Significant differences on these two measures were to be judged attributable in part to this effort at educational improvement.

During the actual development of the Guide, an advisory group was to be identified and convened which represented, at a minimum:

1. The National Advisory Council on Vocational Education,
2. The Advisory Council on Women's Educational Programs,
3. The Office of Equal Employment Opportunity of the U. S. Office of Education,
4. The Office of Civil Rights of the Department of Health, Education, and Welfare,
5. The Office of the Deputy Commissioner of Occupational and Adult Education,
6. The USOE Regional Offices,
7. A local project director of a discretionary project funded under Part D, Section 142(c) of Public Law 90-576, and
8. A representative of a geographically-near State Department of Education.

More specific procedures for the achievement of the objectives included:

1. An in-depth search of the literature from which would be developed: (a) a synthesis of the literature on aspects of curriculum, audio-visual, and other instructional materials which exemplify sex bias and sex-role stereotyping; and (b) a synthesis of the definitions and projections of physical educational environments and educational processes which are believed to serve as barriers to freedom of choice in educational and career pursuits.

2. The development of an instrument on which sex bias and sex-role stereotyping might be scored or quantified by project monitors.

3. A policy clarification activity in the USOE to specify more precisely the role that was expected of Part D project monitors in the elimination of sex bias and sex-role stereotyping within the projects.

4. The drafting of a document to include Items 1-3, above.

5. The accumulation of sample curriculum and instructional materials, pictures, and education process narratives either in hard copy, films, or filmstrips which would depict sex bias and sex-role stereotyping.

6. The provision of a training session for the USOE Regional Officers and appropriate headquarters personnel assigned to monitor the Part D program which would include measurement on a pre-test basis of the extent to which they viewed the guide as practical and useful in their monitoring and evaluation activities.

7. The revision of the guide based on input from the Regional and Headquarters personnel involved in the inservice training and on feedback received from the members of the advisory group.

8. The printing and dissemination of the guide to State-level Part D program administrators and local Part D project directors.

9. A follow-up activity to the educational improvement project to measure the increase and the improvement in monitoring and evaluation activities.

The writer postulated that a desirable measure of the effectiveness of an effort such as this would, obviously, follow all the way through to the measurement of the extent to which males and females participating as students in the Part D program exercised a wider variety of career options, particularly those options which were nontraditional for their sex. The time available for the project would not permit such a long-range measurement and evaluation activity.

It was proposed that, as an alternative, the success of the activity would be based on the following observational and survey activities.

1. Analysis of evaluation data collected on an instrument completed by the advisory group for the improvement activity.

2. Evaluation data collected from the inservice training session on a pre-test/post-test basis.

3. Acceptance/nonacceptance of the document by the USOE for use in the Part D program and its dissemination/nondissemination to the Part D constituency.

4. Tabulation and comparison of the evidence of monitorship and evaluation activity of the Part D project monitors in 1975 with that of monitorship and evaluation activity in 1976.

It was the thesis of the writer that dissemination of the guide by the USOE and its use by vocational discretionary project monitors would represent institutionalization of the document within the work environment of the writer. Because no such comparable document existed in the USOE, it was believed possible that this document could be adopted/adapted by other USOE program managers who were currently concerned with the same kinds of Title IX compliance, and by States and local school districts who suffer the criticism of women's groups across the country.

Because the USOE occupies a position of persuasive leadership in the Nation's educational structure, it is not possible to require the utilization of such a monitoring guide by States and local school districts. The fact that it would be used in Federal monitorship and evaluation activities, however, makes it conceivable that the guide could influence, positively, the monitoring behavior in States and local school districts. Its dissemination on a national scale by the USOE would further insure a high level of visibility and impact in the educational community.

STRATEGY DEVELOPMENT:
IDENTIFYING THE POTENTIAL CRITERIA FOR MONITORSHIP

By the first advisory group meeting on January 13, 1977, the writer had, through a review of the literature, accumulated 143 items of specific criteria that might be used in monitoring and evaluating educational programs for sex bias and sex-role stereotyping. (See appendix A, A Review of the Literature: Establishing Criteria for the Monitorship of Educational Activities for Sex Bias and Sex-Role Stereotyping.)

At that meeting, members of the advisory group were asked to respond to each of the items (grouped under eight major criterion areas). They were to designate "A" if the item should be a part of Federal program/project monitorship, "B" if the item should not be a part of Federal program/project monitorship, and "C" if the item should be a part of monitorship but should be reworded to apply more specifically to the federally-supported project or program rather than to the larger grantee agency or institution, generally. Instructions to advisory group members and a sample of the instrument which they were to complete follow and are designated Illustration 1 and Illustration 2, respectively.

Out of the sixteen members of the advisory group present, nine members--five men and four women--responded. In the interest of brevity, their responses to the criterion areas and to the specific items of criteria are generalized for the purpose of this report. The technical

Illustration 2

Sample Page from Instrument

POTENTIAL EVALUATION CRITERIA

VI. FACILITIES	VI. A____ B____ C____ (A major criterion area)
A. Comparable locker rooms, toilets, showers, etc. are provided for men and women and are equally convenient to the work or play area.	A. A____ B____ C____
B. All other facilities are open to and are equally available to members of both sexes.	B. A____ B____ C____
C. Title IX considerations are a part of planning for both new facilities and for additions to current facilities.	C. A____ B____ C____
VII. CURRICULUM AND INSTRUCTIONAL MATERIALS	VII. A____ B____ C____ (A major criterion area)
A. Teachers have the training and information needed to analyze instructional materials for sexist content.	A. A____ B____ C____
B. Students are encouraged to make critical analyses of the materials they are furnished,	B. A____ B____ C____

analysis from which the generalizations were drawn may be reviewed in appendix B, Technical Report of Advisory Group Reaction to Potential Evaluation Criteria.

The provision of role models for young people in education, itself.

The first criterion area had to do with the provision of role models in education, itself. In response to this broad area, there was a high level of agreement among the nine respondents that this should be a matter of concern for Federal program/project monitors. There was disagreement between the respondents as to whether the monitorship should apply to the grantee agency or institution, generally, or whether it should apply to the federally-funded activity, specifically. The responses to the specific criteria items followed through consistent with the responses to the broad criterion area with two exceptions. Most respondents felt that the representation of the sexes on the Board of Education and the representation of the sexes among the Officers of the Board of Education was an inappropriate item for Federal monitorship. Comments from respondents on these two items reflected that these items might be the result of local elections and that on these items it would be extremely difficult to show impact as a result of monitorship. Three respondents commented, specifically, that the monitorship of hiring patterns in administrative leadership and staffing might well be limited to the project personnel employed by the Federal demonstration project and the advisory groups it appointed, rather than to those of the grantee agency or institution in general.

School and class assignments

Only six people responded to the broad criterion area of "school and class assignments," though eight and nine people often responded to items of specific criteria. Five of the six people who responded to the broad criterion area believed Federal monitorship to be appropriate, while one believed it to be inappropriate. Of the five who believed Federal monitorship appropriate, three believed it should apply to the grantee agency or institution, generally, and two believed it should apply specifically to the federally-funded project. Although responses to the specific criteria items in this category were mixed, only two items were clearly questionable; namely, those items related to the approximate equal enrollment of male and female students in the school being monitored.

The intent of one of the items concerned with enrollment in "special schools" was questioned by the respondents. One commenter suggested that "populations of special schools should be based on individual needs rather than on numerical quotas." Since the intent was to have this item refer to "special schools" with respect to offerings rather than "special schools" with respect to populations being served (i.e., handicapped students or special education students), this was reworded in following revisions. The intent of the item was to try to use enrollment as a reflection of possible bias in recruiting materials and activities. It had been suggested in much of the literature, for example, that programs which are technically-oriented do not, in their program brochures and in their recruitment activities, demonstrate that technical training is appropriate and desirable for female enrollees.

The behavior of teachers and other staff members toward students.

The third major category was concerned with the behavior of teachers and other school staff members toward students. Most respondents believed this to be an appropriate area for monitorship (only one respondent believed it to be inappropriate) and most respondents felt that the monitorship should apply to the grantee institution or agency in general. Under the broad heading of "behavior of teachers and other school staff members," three specific criteria items were of questionable appropriateness in the view of the respondents. The questionable items were:

1. Schools should provide young people with a comparison of various family structures with those family structures normally portrayed in textbooks and instructional materials.
2. Schools should assist students to differentiate between their own concepts of the "ideal man" and the "ideal woman" and those normally presented in the media.
3. Schools should place as great emphasis and value on girls' achievements as on their looking fashionable and as much emphasis and value on boys' achievement as on their looking athletic.

One respondent commented that we should add a proviso in this category that "sexism which exists is not ignored and students should learn to recognize stereotypes, the evidence of stereotyping, and the pros and cons of stereotyping; in other words, the issue is presented and the various sides and values are discussed fairly." That person commented further that no woman should be made to feel guilty for preferring a career as a homemaker, nurse, or secretary,and that no man should be made to feel ashamed of liking contact sports or trade and industrial occupations.

Counseling and guidance programs.

Respondents were unanimous in the opinion that counseling and guidance programs should be a part of Federal monitorship. Seven of the eight responding to this area felt that the focus of monitorship should be on the general practices of the grantee agency or institution and not just on the practices in the federally-funded project being monitored. One respondent commented that many of the specific items listed in the category of curriculum and instructional materials should be repeated as a part of the criterion area for monitoring counseling and guidance activities. These items related to the stereotyping that is currently portrayed in curriculum and instructional materials and that is, with equal frequency, portrayed in career information materials.

Competitive sports and other competitive and non-competitive extracurricular activities.

Responses received in the category on sports and extra-curricular activities were of a greater mix than in other categories. While the majority of respondents felt that it was an appropriate concern for Federal project monitorship, responses were mixed on whether we should be concerned with the grantee agencies or institutions, generally, or with the federally-supported activities, specifically. In addition, more of the specific criteria items emerged as being questionable in the view of respondents than did items in other categories. The following items appeared to be highly questionable in their view:

1. Total budget expenditures for physical education activities are equal for men and women for the actual support of programs (equipment, travel, and so forth).

2. Boys' and girls' sports are given equal services (medical, insurance, publicity, scouting, audio-visual, and clerical services).

3. Coaches and other sponsors are assigned to extra-curricular activities without regard to sex; in other words, as many women are assigned to traditionally "male" activities as men are to traditionally "female" activities.

4. Teachers, coaches, and others should treat the physical pain associated with work and play in the same fashion for boys and girls and schools should expect the same behavior reactions to pain without regard to sex.

5. The interests of students should be taken into account in developing the athletic/extra-curricular program.

6. Pep clubs, pep rallies, and other motivational events are held equally for women's teams as for men's teams.

7. Athletic banquets, awards nights, and other functions are held in equal numbers for male and female teams.

8. Comparable scholarships and awards are available to students without regard to sex.

9. If schools have sex-restricted athletic awards, they are limited to teams that are permitted to be sex-separate.

10. Athletic awards are proportionate to the number of members of each sex participating in inter-scholastic competition.

Facilities.

Generally, the criteria on facilities were not controversial. The weight of response was clearly in favor of Federal monitorship and in favor of monitoring the grantee agency or institution, not just the specific project.

Curriculum and instructional materials.

In response to the criterion category on curriculum and instructional materials, there was a consensus in favor of Federal monitorship. The weight of response was in favor of monitoring the grantee agency or institution and not just the federally-supported project activity. Some specific items which received controversial responses were:

1. Social science and history courses include the study of societies where male/female roles are different than in this country.
2. Literature courses place equal emphasis on the study of authors with the female perspective.
3. Health, physical, and sex education courses treat the two sexes with equal respect and promote the concept of equal responsibility for birth control, venereal disease, abortion, adoption, and so forth.
4. Genuine friendships between the sexes are portrayed in instructional materials.
5. Girls and women are sometimes taller, older, wiser than their male peers.
6. Materials on social problems give adequate coverage to the inequities which exist in property and marriage laws, in taxes and social services, in education and the job market.

The adequacy of affirmative action efforts by the grantee agency or institution.

This category of items was less noncontroversial. The weight was in favor of Federal monitorship and in favor of monitoring the grantee agency or institution and not just the federally-supported project activity. Two items that did approach being controversial were:

1. Title IX has been explained to the community via newspaper, radio, and television.
2. All students and employees have been notified of the name, address, and telephone number of the Title IX Coordinator-

Evaluating the effort to identify potential monitorship criteria.

While our evaluation of the adequacy of this portion of the practicum rested heavily on the completion of a questionnaire by the advisory group concerning the adequacy of the literature review and on the extent to which the identified criteria were viewed as appropriate for Federal monitoring, we were interested in answering several other questions. We wished to know, given that the resources for monitoring are less than generous, how the advisory group would rank the eight criterion categories as to their levels of need for monitorship. In addition, we wished to know whether and, if so, to what extent, male members of the group were more rejecting of potential monitoring criteria than were female members.

Reactions to the review of the literature. Five respondents of sixteen returned the questionnaire designed to evaluate the adequacy of the literature review (see Illustration 3).

On the issue of planning and general format, four respondents believed that the reviewer was proceeding in an orderly, meaningful fashion and should continue in the present mode. One respondent believed that the reviewer should reorient the literature review to "concentrate on existing training materials on sex bias and sex-stereotyping in an attempt to identify the best of these models."

In the responses to an initial annotated bibliography prepared as a backup to the activity, four respondents believed that the reviewer had

Illustration 3

Questionnaire

REACTIONS TO THE REVIEW OF THE LITERATURE

A. Adequacy of planning and general format for literature review.

☐ The reviewer is proceeding in an orderly, meaningful fashion and should continue in the present mode.

☐ The reviewer should reorient the literature review in the following fashion:

____

____

B. Based on my review of the annotated bibliography prepared as a back-up to this activity:

☐ The reviewer has covered adequately the major documents that should be used in the determination of criteria for for monitorship.

☐ The reviewer should add/expand the review to the following documents:

____

____

C. Adequacy of current list of potential evaluation criterion areas:

☐ The reviewer has compiled an adequate list of potential criterion areas from which to choose final monitorship criteria.

☐ The reviewer should add additional criterion areas of specific criteria as follows:

____

____

covered adequately the major documents that should be used in the determination of criteria for project monitorship. One commented that the writer should add to, or expand, the training materials referred to in the preceding paragraph. And one noted that more literature should be included on administration and budget allocations.

Finally, concerning the adequacy of the potential criterion areas, four respondents believed that the writer had compiled an adequate list of potential criterion areas from which to choose final monitorship criteria and one believed that the writer should add a criterion area on (a) multicultural concerns such as the special needs of doubly handicapped students--minority females, for example, and (b) sports and other extra-curricular activities (the disparity between budget, facilities, and equipment for boys and girls).

Based on the reactions from the advisory group, the review was revised into several sections which reflected the major criterion areas in which the Federal government should be most interested. A section was added at the end of each major category to designate those materials which the writer felt might contribute to project efforts to train staff and teachers (see Appendix A, A Review of the Literature: Establishing Criteria for the Monitorship of Educational Activities for Sex Bias and Sex-Role Stereotyping). In addition, each item to which the writer has referred (in the literature review) has been annotated in Appendix B, Annotated Bibliography: Establishing Criteria for the Monitorship of Educational Activities for Sex Bias and Sex-Role Stereotyping.

Bibliographic items were added to the review as they reached the attention of the writer and were found to be accessible to federally-funded projects. Although the literature still does not appear to be strong on its coverage of multicultural concerns and the special needs of doubly-handicapped students, those items which reached the attention of the writer during the literature search had already been included, or were added over time.

Ranking the eight criterion areas in the order of their need for monitorhip. The effort of the writer to measure the relative need for monitoring the eight criterion areas was less than successful. Only two of the seven respondents to this questionnaire completed the form (see Illustration 4) correctly. Others either did not understand the form or furnished narrative comments which did not contribute to measuring or ranking the relative need.

Based on the two questionnaires that were completed accurately, we get the following result, with the criterion listed in order of criticalness by need index. The higher need index reflects a greater criticality of need for monitorship.

Chart 1

Measuring the Need for Monitorship

CRITERION AREA	NEED INDEX
The provision of role models for young people in education, itself.	3.5
Counseling and guidance programs.	3.0
Curriculum and instructional programs.	2.0
The behavior of teachers and other staff toward students.	-0.5
The affirmative action activities of the grantee institution or organization.	-2.0
School and class assignments.	-3.0
Sports and other extra-curricular activities	-4.0
Facilities	-4.5

Illustration 4

ESTABLISHING THE LEVEL OF NEED FOR FEDERAL PROJECT/PROGRAM MONITORSHIP ACTIVITIES[1]

In the first column (space provided), please rate each of the eight criterion areas listed, indicating on a scale from 0 to 10 (0 being none to 10 being much) the importance that you attach to the criterion area.

In the second column (space provided), please rate the criterion area from 0 to 10 (0 being none to 10 being high) on the extent to which you believe that attention to the area is either (a) already being given by the grantees without a need for Federal program monitorship or (b) being attended adequately by some other specialized unit (e.g., the HEW Office of Civil Rights) than the program unit.

CRITERION AREA	IMPORTANCE						EXTENT RECEIVING ATTENTION FROM OTHER SOURCE					
	Low			Med		Much	Low			Med		High
The provision of role models for young people in education, itself.	0	2	4	6	8	10	0	2	4	6	8	10
School and class assignments.	0	2	4	6	8	10	0	2	4	6	8	10
The behavior of teachers and other staff members toward students.	0	2	4	6	8	10	0	2	4	6	8	10
Counseling and guidance programs.	0	2	4	6	8	10	0	2	4	6	8	10
Sports and other extra-curricular activities.	0	2	4	6	8	10	0	2	4	6	8	10
Facilities	0	2	4	6	8	10	0	2	4	6	8	10
Curriculum and instructional materials	0	2	4	6	8	10	0	2	4	6	8	10
The affirmative action activities of the grantee agency or institution.	0	2	4	6	8	10	0	2	4	6	8	10

[1] A need index is calculated for each item by each reader by subtracting the rating awarded in the second column from the rating awarded in the first column. An average across raters is then figured for each item.

Comments made by other advisory group members who returned the forms included:

"We feel that all eight categories are of high priority and that none should be eliminated."

"After some thought, I really found it impossible to rate any of these in either column lower than a top level of need." (This individual rated both colums at "10", the highest they could be rated, but the result in terms of a "need index" was a zero rating or no need.)

"All of these are priorities that need some scrutiny but not necessarily by demonstration projects unless there is some direct relationship to the mission of the project. We have no way of knowing the extent of monitorship by other programs but suspect that such activities would relate to their sponsoring legislation."

Were male members of the advisory group more likely to reject monitorhip criteria than females? With four women rating a total of 57 items of criteria as inappropriate, we find their average rejection rate to be 14.2. With five men rating a total of 138 times as inappropriate, their average rejection rate was 27.6. We conclude that men were almost twice as likely to reject items of criteria as were women.

Were the items of criteria selected by the writer appropriate for Federal monitorship? Including the major criterion areas, none of which were rated as inappropriate, there was a total of 151 items which the advisory group members considered. Classifying those items as "appropriate" based on 0-2 negative votes; "controversial" based on 3-6 negative votes; and "inappropriate" based on 7-9 negative votes, we find that we have 122 items classified as appropriate, 29 items classified as controversial, and no items classified as inappropriate. The writer concludes that the items of criteria selected were appropriate for the consideration of the advisory group and for Federal monitorship.

Summary and conclusions.

In summarizing the results of the activity to identify the potential criteria for monitoring projects for sex bias and sex-role stereotyping, we may conclude the following:

1. The effort to identify the potential criteria for monitorship was successful.

2. In addition to identifying, for people in the field, the range of material that is available to them for assistance in eliminating sex bias and sex-role stereotyping, there is a need to designate which materials would be considered useful in training or action kinds of programs.

3. In the minds of at least two members of the advisory group, three categories of monitorship are considered to be more critical than the others: (1) the provision of role models for young people in education, itself; (2) counseling and guidance programs; and (3) curriculum and instructional materials.

4. Based on either the rating they received by the advisory group, or on specific comments made by advisory group members, 23 specific items of monitoring and evaluation criteria may be highly sensitive.

5. Men who served on the advisory group had a higher rejection rate of potential criteria than did the women who served on the advisory group.

STRATEGY DEVELOPMENT:

ESTABLISHING POLICY FOR PROGRAM MONITORSHIP AND EVALUATION OF SEX BIAS AND SEX-ROLE STEREOTYPING IN FEDERALLY-ADMINISTERED DEMONSTRATION PROJECTS IN VOCATIONAL EDUCATION

It should be noted by the reader that, within the USOE, moving on policy questions without the backing of the Office can be hazardous to a promising government career. Since it was the intention of the writer to work within the USOE policy to improve monitoring of federally-supported vocational education projects for sex bias and sex-role stereotyping, there were key questions that appeared to be sensitive. Any forward actions toward their resolution in the field would require Office backing and support. Among these questions were:

1. Would project monitors be permitted to look at the staffing patterns within federally-supported educational programs and would they be backed by the Office if they took exception when positions were not announced in a fashion compatible with Title IX?
2. Would project monitors be permitted to look at the composition of advisory councils appointed by federally-supported educational programs for their relative representation of the views and needs of women?
3. Would project monitors be permitted to refuse to accept curriculum and instructional materials and final reports that contained sex bias and sex-role stereotyping and would they have the backing of the Office in doing so?

4. Would project monitors be limited to the specific federally-supported activity or could they look at other aspects, such as guidance and counseling, that had a clear and immediate impact on enrollments in vocational education programs?

5. Would project monitors be permitted to require the analysis of evaluation data by sex and by race to determine whether women and minorities were being served as well in federally-supported educational programs as other programs?

6. If deviations from compliance with Title IX were encountered within federally-supported educational projects, what would happen to a report that cited these deviations?

By way of background, some activities had already occured in the vocational education demonstration program in an effort to influence the elimination of sex bias and sex-role stereotyping. For example:

1. Guidelines for the development of proposals beginning in Fiscal Year 1976 required that those who develop proposals should include:

> . . .a systematic plan to eliminate existing sex bias and sex-role stereotyping and to avoid introducing these elements into the activities undertaken with respect to the demonstration projects;
>
> . . .a strong emphasis on sex-fair guidance, counseling, placement, and follow-up services; and
>
> . . .a third-party, objective evaluation, the design of which should attempt to measure student outcomes against the stated objectives of the project as well as gather such process and treatment information as will show reason why the project was or was not successful in achieving the desired outcomes for the designated population of student participants.

2. A one-hour workshop session had been provided the project monitors and the local project directors as a part of a national conference held in Fort Worth, Texas, on February 23-25, 1977.

3. The Director of the Division of Research and Demonstration had issued a program memorandum to the projects funded in Fiscal Years 1976 and 1977 expressing concern that they follow Title IX regulations in hiring staff for their projects.

4. The Division of Research and Demonstration had used affirmative action criteria for the composition of review panels assembled to read applications to insure that the views and concerns of women were reflected in funding decisions.

In response to the 1977 demonstration program guidelines establishing selection criteria for the funding of projects, the National Advisory Council on Women's Education Programs had raised the following concerns:

> How will the demonstration program be accountable for student outcomes with respect to the separate sexes; i.e., the projects should be required to analyze outcome data for the separate sexes as in indication that the women enrolled in the projects actually received the benefit of the services to which the grantee agency or institution committed itself;
>
> How will the demonstration program provide assurance that the advisory councils (local and State) to the projects will have a composition that meets the mandates of the Education Amendments of 1976 with regard to the participation of women; and
>
> How will the demonstration program be sure that equitable staffing patterns are being carried out by the local grantees?

This inquiry, coupled with announcements that both the HEW's Office for Civil Rights and the USOE Office of Planning, Budgeting, and Evaluation would be studying the status of women in vocational education programs (both in enrollments and in employment), led the writer to believe that the USOE would be willing to establish a policy toward monitoring the vocational education demonstration projects it funded.

Efforts to secure policy direction.

First, it should be recalled that the writer had included representation on the advisory group from both the HEW Office for Civil Rights and the Office of General Counsel. Their early involvement had seemed essential to a final resolution of the policy issues.

Second, the writer began to involve the advisory group with the policy issues at its first meeting on January 13, 1977. At that meeting the effort to establish policy was explained and initial draft documents were distributed in an attempt to begin defining policy considerations to be raised in several categories of concern. These categories were legal considerations, political considerations, ethical/moral considerations, and economic realities. Members of the advisory group were asked to review the considerations already outlined and to add or delete as they deemed advisable.

Comments from the advisory group were received at a second meeting on February 8, 1977, and the documents were revised based on the input of the advisory group members. At that point, considerations which the policy options document would attempt to raise were:

Legal considerations.

1. A Congressional mandate to show progress in vocational education's service to women in both enrollment and in employment.

2. USOE regulations and guidelines for a given year or for a three-year program in the case of the vocational education demonstration program.

3. Final Federal regulations for the Education Amendments of 1976 mandating a focus on the elimination of sex bias and sex-role stereotyping in vocational education.

4. Possible confusion between program activities of USOE and the compliance activities of the HEW's Office for Civil Rights.

5. The necessity to observe any limitations imposed by the "Right to Privacy Act," particularly in data collection activities for monitoring and evaluation.

6. The absence of a clear program mandate for the elimination of sex bias and sex-role stereotyping within the "Programs for National Improvement" section of the Education Amendments of 1976 (the new legislation under which the vocational demonstration program would be continued), except as a permitted priority area.

Political considerations.

1. The shared responsibility for eliminating sex bias, sex-role stereotyping, and sex discrimination between program offices, the HEW Office for Civil Rights, and the HEW Office of General Counsel.

2. The need for coordinating the policy statement with the Regional Offices of the HEW Office for Civil Rights and the Regional Contracts and Grants Officers.

3. The question of whether Federal program officers could afford to share observations of our grantee's possible violations with the HEW Office for Civil Rights, the Department of Labor, the States, or other Bureau of Occupational and Adult Education units.

4. The coordination of vocational demonstration site reviews with other review cycles: such as the Division of Vocational and Technical Education's Management Evaluation Reviews for Compliance, HEW Office for Civil Rights reviews, and other Regional and state audits that may be planned.

Ethical and Moral considerations.

1. The ethical and moral implications of a Federal program monitor's observation of a possible violation of Federal law without calling the potential violation to the attention of the grantee/ contractor.

2. The level of the USOE commitment to monitoring federally-supported activities (direct funding) which may influence, positively or negatively, the commitment of the States to monitor their own activities.

3. The moral obligation to help USOE grantees and contractors, as much as possible, in order to avoid enforcement confrontations for them and, finally, any negative reflection on the federally-supported program.

4. If Federal expectations of the projects are to be high, then the project's expectations of Federal monitorship and technical assistance to them should be high.

5. The need for attention to race discrimination, particularly the special needs of minority women.

Economic realities.

1. The limited time and travel support for Federal program monitors.

2. The need for monitorship and technical support materials to "stand on their own." These materials should be usable by the projects; by visitors to the projects; and, at a preproposal stage, by applicants to the program.

By March 1977 a draft policy options document was complete. Entitled, Establishing a Policy for the Program Monitorship of Federally-Administered Demonstration Projects in Vocational Education for Sex Bias and Sex-Role Stereotyping, the document (1) outlined the problem and the actions that had already been taken toward its solution; (2) presented facts concerning peripheral activities going on in the USOE which would have some impact on the vocational education demonstration program and its activities in the elimination of sex bias and sex-role stereotyping; (3) raised the considerations outlined previously with respect to law, politics, ethics and morality, and the economic realities; (4) reviewed the literature in terms of what others had said that the USOE should be doing to eliminate sex bias and sex-role stereotyping; (5) laid out the desirable items of coverage for a policy statement which might be issued by the USOE; and (6) outlined three policy options which the USOE might consider.

The document was forwarded, simultaneously, to the Director of the Division of Research and Demonstration and to the advisory group on March 23, 1977.

Comments received from the members of the advisory group to the draft document follow:

> With regard to the executive summary and the policy options, the memorandum seemd to me a very well analyzed, evenly presented set of possibilities. My own preference runs a bit more toward focusing the scarce monitoring time for sex bias very specifically to the concrete situations in our demonstration projects, because I believe it's best to begin where actions are within your direct influence. However, an options paper should lay out a range of alternatives and this is what you have done.
>
> You are to be congratulated for developing materials which do indeed cover all facets of the problem. It is evident that you have done extensive research and are considering several alternatives for developing and designing this monitoring activity. As you have pointed out, there is already fragmentation related to responsibility for Title IX compliance within HEW. It would be well if OE and OCR could work together on the Title IX issue so that all steps could be taken to eliminate a duplication of effort from both offices and not place added burdens on recipients of Federal funds.
>
> The materials you sent are a very good compilation of the things we have considered in the work of the sex bias and sex-role stereotyping task force. I have only these comments on the "Executive Summary" materials. First, the comparative charts on pages 18, 19, and 20 were an excellent way to compare the differences between the various items under each option. Secondly, I found Option II to be totally acceptable. The third comment has to do with the policy statements on page thirteen. I feel a statement should be included that makes it clear that data collected for the monitorship and evaluation activities should be based on well-defined guidelines of expected outcomes. In all cases, these outcomes should be written into the Part D request for proposals (RFP) as a requirement of the project.
>
> Let me first compliment you on the thoroughness and the depth of your investigation of this topic. It is most impressive. I would suggest, however, that the volume of information presented was too great under its present format. You might

41

> consider reorganizing . . . Another suggestion that I would make is to make the statements shorter and more concise where possible (i.e., cut down on the "federaleze"). If you are able to accomplish this, it will make the statements subject to less interpretation . . . I do have one consideration regarding the substance of the paper. References were made to quotas of students in vocational programs, and composition of advisory councils. I think schools and districts can be held accountable for process activities leading toward desired goals. However, I would be reluctant to support quota goals of any type. The final decision for student participation in programs must rest with the student and parents. That decision should be based upon quality information and a sex-fair guidance program and not based upon an over-zealous recruiting program designed to reach a quota.

On April 11, 1977, the Director of the Division of Research and Demonstration addressed the Branch Chiefs in the Division:

> Joyce Cook has developed a draft policy statement for the program monitorship of demonstration projects concerning sex bias issues. Please review this draft report thoroughly and be prepared to discuss it on Friday, April 22 from 12:20 to 2:00 p.m. in Room 5042.
>
> cc: Joyce Cook -- please provide the Chiefs and Duane Nielsen with a copy of your draft report.

Regretfully, not all of the Branch Chiefs had completed their "thorough review" of the paper on April 22, though considerable progress was made in that meeting toward familiarizing everyone with the document and discussing some of the issues involved. A second meeting was scheduled for May 9, 1977. Based on the input received in these two meetings, and on the responses of the advisory group, the document was revised and was redistributed to the Branch Chiefs for a second review on July 20, 1977.

The ten weeks which were lost in the interim from May 9, 1977, until July 27, 1977, are attributable to the fact that the document was consistently rated lower in priority than other typing which had to be accomplished. When the writer received the retyped document on July 17, 1977, the typing style had not been maintained throughout; i.e., different typists had worked on the document and it was unusable. The writer typed it herself for its redistribution three days later.

A final meeting was held with the Branch Chiefs on August 5, 1977, at which time one of the Branch Chiefs had, for the first time, found the time to review the document and was ready to make an input. That input consisted of what were considered very helpful editorial suggestions.

It does seems significant to the writer that the document was deemed worthy of a total of about six hours of discussion time by the five Program Managers in the Division of Research and Demonstration.

The document was, once again, revised and retyped by the writer and was directed to the HEW Office of General Counsel and the HEW Office for Civil Rights on September 12, 1977. The two offices were given, in the transmittal memorandum, two weeks to make their response. The September 12 memorandum was signed by the Director of the Division of Research and Demonstration.

Not yet having had a response, the writer called for a meeting with a member of the Office of General Counsel on November 18, 1977. Attending that meeting were the writer, the Chief of the Demonstration Branch, and the staff member of the Office of General Counsel. The Office of General Counsel staff member explained that a similar request for a legal ruling on issues that we were raising in the policy document had been requested by the Executive Deputy Commissioner for Support Services on February 7, 1977, and that the Assistant General Counsel of the Education Division (to whom the request for legal ruling was addressed) had not yet been able to have drafted what was, in his opinion, an adequate legal response.

The staff member of the Office of General Counsel was less than encouraging, though he had served on our initial advisory group, that we would be provided definitive legal advice by the Office of General Counsel on the policy document. At our request the staff member did say that he felt that he could draft a memorandum that pointed out which items in the policy options paper, if any, were still considered legally sensitive. As of November, such a memorandum had not been provided to the Director of the Division of Research and Demonstration nor had it been provided to the writer.

No staff member on the Office for Civil Rights ever responded to the request of the Director of the Division of Research and Demonstration for a reaction to the policy document. Phone calls placed to that Office by the writer and by the Chief of the Demonstration Branch were not returned.

In December 1977, the writer conceded that the ability to get the USOE support for a monitorship policy on sex bias and sex-role stereotyping was a dead issue in terms of this activity, although some promising activities had begun to occur at a higher level in the HEW, and in the USOE.

As an example, a note addressed to Mary F. Berry, Assistant Secretary for Education, on September 12, 1977, Subject: Vocational Education Task Force, reads:

> Attached is a list of the persons who attended the first Task Force meeting on Friday, September 9. Also attached is a draft work plan for 90 days (September 15 to December 18). If you approve, both will be sent to Task Force members; (i.e., representatives listed on attached).

Among the task force members indicated were Lois Whitehurst and Deborah Ashford, both of whom were members of the advisory group on this administrative improvement activity beginning in January, 1977. The attachment to the September 12 memorandum set out the following work plan:

> September 15 - October 7:
>
> Preparation of initial working papers by each Task Force member describing her/his agency programs, research, compliance efforts, in vocational education. Each paper should include: analysis of existing sources of information on the vocational education delivery system as it serves women, minorities, and the handicapped; identification of Title VI, Title IX, and 504 compliance issues in vocational education; and, description of the current activities of program line personnel in securing voluntary compliance with the Department's civil rights policies.
>
> October 7 - 14:
>
> Circulation of all papers among Task Force members for review and comment.
>
> October 17:
>
> Task Force meeting to evaluate working papers, and develop draft recommendations for process by which compliance problems identified by program staff will be handled by OCR; initiate planning of consultations with outside groups (including recipients of Federal vocational education funds, teachers, students, civil rights advocacy groups, professional associations, and individual researchers and practitioners).

October 17 - November 11:

Prepare final working papers for submission to outside consultant groups; complete planning for meetings with consultant groups.

November 14 - November 18:

Meetings with outside consultant groups to receive evaluations of working papers and recommendations for Task Force final report.

November 21 - December 9:

Prepare draft of final report, including recommendations for changes in the vocational education delivery system to make it more responsible to minorities, women, the handicapped; recommendations for improving civil rights compliance efforts of program personnel; coordination of these efforts with OCR; and, recommendations for enforcement strategies to be carried out by OCR.

December 12 - December 16:

Circulate draft of final report among Task Force members for review and comment.

December 16 - December 18:

Complete final report to the Secretary and submit to Executive Secretariat, OS.

Conceivably, then, there will finally be a statement of policy on "recommendations for improving civil rights compliance efforts of program personnel" and that there will be "coordination of these efforts with the Office of Civil Rights."

Attached as Appendix C is the final draft of the paper entitled Establishing a Policy for Program Monitorship and Evaluation of Sex Bias and Sex-Role Stereotyping in Federally Administered Demonstration Projects in Vocational Education.

Copies of the document have been furnished the following members of the Assistant Secretary's Task Force on Vocational Education:

Deborah Ashford, now representing the Office for Civil Rights,

Martha Harris, USOE, Bureau of Occupational and Adult Education, and

J. D. Clemmons, Office of the Assistant Secretary for Planning and Evaluation, Assistant Secretary for Education.

It is difficult for the writer to conjecture about the failure of this segment of the improvement activity to come to fruition. The following observations seem relevant.

The Education Amendments implementing Title IX were passed in 1972. Not until 1975 were the Federal Regulations made effective by their final publication in the Federal Register. Contrary to the Civil Rights Acts, passed in the 1960's, which had the sanction of the Administration in power in the 1960's, Title IX of the Education Amendments of 1972 lacked the support and commitment of the Federal administration in power in the early 1970's. In fact, it may be stated that no laws concerning civil rights, equal employment opportunity, or equal educational opportunity had the sanction of the Nixon Administration. Most units in government devoted to these concerns were permitted to deteriorate both in numbers of staff and in the morale of those who survived. One year after the installation of a new administration was far too early to expect a massive improvement in the climate in which we worked.

Second, the proposal by the writer was over-ambitious. In the words of one of the advisory group members, early in the activity, the writer would have been wise to have limited the activity to one which was within my "direct influence."

Finally, it is conceivable that the activity was either an affront to the HEW Office for Civil Rights or it would have caused them to compromise other negotiations and other plans in which they were engaged. Certainly, their approval of one of the options--even the more conservative of the options--would have established a precedent for other educational programs administered by the USOE. Though this was the intent of the writer, it was not to be so. As many of my colleagues in government know, the bureaucracy has its own ways of dealing with people whose "profiles get too high."

Suffice it to say that the writer has no indications that the failure to bring this part of the practicum to fruition was either an indication of poor work or that it was a conspiracy against the movement to improve services to women in education. What is mirrored in this report is an image of the bureaucracy which, though it often appears to lumber inefficiently along making improvements only accidentally, reflects that it is deliberate enough to avoid many more errors than it makes. For this, we can all feel grateful.

In conclusion, the writer feels encouraged by an editorial in the Washington Star on January 5, 1978. In that editorial, James J. Kilpatrick states:

> Al Jolson had a memorable line. Halfway through a show, after the juggler, the seal act and the harmonica king had brought down the house, he would spur his audience to new peaks of anticipation. Folks, he would say, you ain't seen nuffin yet. (sic)
>
> For the past several years, college presidents, high school principals and school board members have been fretting against the arrogance of federal bureaucrats in the enforcement of civil rights decrees. Folks, it must be said to the

> educators, you ain't seen nuffin yet. (sic) Joe Califano is about to double his bureaucratic army. And he is newly pledged to what he describes as "aggressive" enforcement.
>
> The secretary of Health, Education and Welfare last week entered into a consent agreement with plaintiffs in two long-pending lawsuits. The agreement, formally imposed by Federal Judge John H. Pratt, runs to 55 pages. It is comprehensive. It leaves no conceivable area of civil rights untouched. Its purpose is to assure equal educational opportunities for women, blacks, the handicapped and other minorities wherever the federal dollar is involved.
>
> That is just about everywhere. The order applies to HEW's activities in grade schools, high schools, colleges and universities both public and private. And unlike HEW's recent assault upon higher education in six formerly segregated Southern states, this attack will apply across the nation. The agreement requires the secretary to hire an additional 898 enforcers in the Office for Civil Rights. Their first job will be to clear a logjam of long-pending complaints. Then they can make life miserable in academic groves.

Perhaps it is this consent agreement for which we have been waiting. Nevertheless, the writer would have preferred to have been permitted to work in a positive, helpful fashion with the vocational education community prior to the arrival of the "enforcers" on the educational scene.

STRATEGY DEVELOPMENT:
FORMULATING AN INSTRUMENT TO BE USED BY PROJECT MONITORS

After identifying the potential criteria for the monitorship and evaluation of educational activities for sex bias and sex-role stereotyping in previous activities, the first step in formulating an instrument for use by project monitors was that of translating the potential criteria into actual criteria for a specific Federally-sponsored educational activity. To accomplish this, the writer used a worksheet which permitted potential criteria to pass through a screen of (1) the limitations of Office of Education policy; (2) the nature of the projects to be monitored; in other words, the grade level and nature of the educational activities being supported in the projects; and (3) practical considerations in terms of the likelihood of the monitors' applying the criteria through objective observation, interview results, or evaluation activities. For specifics concerning this step in formulating the instrument, see Appendix E, A Worksheet: Translating Potential Criteria into Actual Criteria.

Through the worksheet, each item of potential criteria was coded with one of the following numbers if it was deleted as an item of actual criteria.

1. deleted for the absence of Office of Education policy to monitor.
2. deleted for an absence of relevance to the nature of the educational activity being sponsored,
3. deleted because of the impracticality of securing the data to answer the monitorship question.

4. deleted because of advisory group reaction.

In addition, in the absence of USOE policy support to the contrary, monitorship would be limited to the specific educational activity and would not be applied to the Agency or institution, generally. Many of the criteria, then, were coded:

5. reworded so that it applied specifically to the educational activity being supported directly with the Federal funds being administered.

6. reworded as the result of advisory group reaction to the initial wording.

Regarding those items deleted with a designation of code 2, the reader should know that in Fiscal Years 1976 and 1977 the vocational demonstration program was focused on the support of many projects which implemented an alternative learning program providing for the pursuit of learning activities by students out in the community. Though the projects varied in the amount of time they permitted students to spend in the community, many students received all of their school-sponsored learning experiences either in an individualized fashion in the classroom or in the projects being carried out in the community. Consequently, the projects focused on the secondary or post-secondary levels and, in most instances, involved the completion of academic course work as well as career exploration and career decision-making pursuits.

In some instances, however, the projects delivered, under Federal sponsorship, only the career exploration and decisionmaking aspects (marked Priority II in the rating sheet finally drafted); and, in a limited few, only vocational training through cooperative education or work experience programs (marked Priority III in the rating sheet finally drafted).

The four-column worksheet (Illustration 5), used for translating potential criteria into actual criteria, provided a column for the repeat of potential criteria from the previously-prepared literature review, a column for the codes explaining changes or deletions, a column for the most likely source of the data, and a column for the actual criteria for the vocational demonstration program.

Based on the screening accomplished through the worksheet, only the following criterion areas survived as actual monitorship concerns for the vocational demonstration program monitors:

1. School and class assignments within the project,
2. The behavior of professional staff toward students in the project,
3. The program of guidance, counseling, placement, and followup being offered participating students by the project, and
4. Those portions of the curriculum and instructional materials being supported directly and solely with federally-administered vocational education demonstration program funds.

Further, based on the input of the Advisory Group to the writer concerning the rating sheet for sex bias and sex-role stereotyping, it was decided that no effort would be made to quantify the progress of local projects toward the elimination of sex bias; but, rather, a rating sheet would simply track the number of Yes or No responses to a series of questions about conditions and activities in the projects. The Advisory group had consistently pointed out that efforts to quantify the number of young people electing to explore nontraditional careers and efforts to quantify the number of young people actually choosing to pursue nontraditional careers might be construed in the field to indicate

Illustration 5
Sample Page
A Worksheet Translating Potential Criteria into Actual Criteria

TRANSLATING POTENTIAL CRITERIA INTO ACTUAL CRITERIA FOR MONITORING DISCRETIONARY PROJECTS IN VOCATIONAL EDUCATION FOR SEX BIAS AND SEX-ROLE STEREOTYPING

POTENTIAL CRITERIA	CHANGES AND/OR DELETIONS	LIKELY SOURCE OF DATA	ACTUAL CRITERIA
I. The provision of role models for young people in education, itself.	1		
A. Board of Education			
1. Officers	1, 4		
2. Members	1, 4		
B. Superintendent's Office			
1. Superintendent	1		
2. Administrative Staff	1		
3. Professional Staff	1		
4. Clerical Staff	1		
5. Total Staff	1		
C. School Personnel			
1. Elementary School Teachers	1		
2. Secondary School Teachers	1		
3. Elementary Administrators	1		
4. Secondary Administrators	1		

that the USOE was attempting to establish quotas in a very sensitive area--the ability of each individual to establish and pursue a career of his/her own choosing.

Illustration 6, pages 49 through 63 of this document, represents the final monitorship document drafted specifically for the vocational education demonstration program by the writer.

Illustration 6
Supplemental Rating Sheet

SUPPLEMENTAL RATING SHEET FOR SEX BIAS AND SEX-ROLE STEREOTYPING IN VOCATIONAL DEMONSTRATION PROJECTS

In the absence of the ability of the Vocational Demonstration Projects Coordinator to achieve policy clarification to the contrary, monitorship of the Federally-administered vocational demonstration projects will be achieved during the next two years of project operation against the following criteria. It is regrettable that policy clarification was not possible on such matters as staffing patterns and employment practices of the project and the analysis of evaluation data for the differential effects on project participants by race and by sex. Local projects will be expected to monitor their own activities in these two respects. It should be pointed out to them that the differential measurement of the project effects on participants by race and by sex would be the most effective means they have for demonstrating that they have truly eliminated sex bias and sex-role stereotyping.

CRITERION AREA	RATING	RECOMMENDED SOURCE OF DATA
SCHOOL AND CLASS ASSIGNMENTS WITHIN THE PROJECT:		
1. The project admits students without regard to whether they are male or female.	Yes___No___	Observation, Project Records
2. Recruitment procedures and materials are free from sex bias and sex-role stereotyping.	Yes___No___	Observation
3. Facilities (laboratories, classrooms, showers, and other restroom facilities) are equally and comparably available to both sexes.	Yes___No___	Observation

CRITERION AREA	RATING	RECOMMENDED SOURCE OF DATA
4. Admission rules with respect to actual or potential marital status are nondiscriminatory on the basis of sex.	Yes___No___	School Records (conditions for student participation)
5. Students' pregnancy, childbirth, false pregnancy, and recovery therefrom is treated in the same manner as any other temporary disability of a student or potential student.	Yes___No___	School Records (conditions for student participation)
6. Student population in the project with respect to sexes approximates that of the sending schools to the project.	Yes___No___	Observation, Project Records.
7. Special recruitment activities have been undertaken to correct disproportionate enrollments.	Yes___No___	Project Records
8. Outreach programs are provided to recruit an underrepresented sex into vocational education programs and remedial assistance is provided, as needed, to facilitate their success.	Yes___No___	(Appropriate to Priority III) Project Records
9. Course and program prerequisites are based on necessary conditions and are not designed/created to exclude one sex or the other.	Yes___No___	School Records (conditions for student participation)

CRITERION AREA	RATING	RECOMMENDED SOURCE OF DATA
10. All instructional programs supported under the project are integrated on the basis of sex.	Yes___No___	Observation
11. Classroom, laboratory and/or community work is structured in such a fashion as to integrate and to treat the sexes identically in the assignment of learning activities.	Yes___No___	Observation, Student interviews, Student surveys
12. Approximately equal financial resources are made available to support men and women students in their pursuit of educational goals (work study, scholarships, tuitition grants, etc.) in each program/occupational area supported under the project.	Yes___No___	(Appropriate to Priority III) Project Records
13. The same opportunities are open to each sex for the credentialization of learning experiences which are either internal or external to the school.	Yes___No___	Student interviews, Project records
14. Attention is given to the issue of sex bias, sex-role stereotyping, and sex discrimination in employer community resource recruitment and training.	Yes___No___	Project records, Employer/ Community resource interviews.

CRITERION AREA	RATING	RECOMMENDED SOURCE OF DATA
15. Boys and girls enrolled in or employed through cooperative vocational education or work experience programs earn approximately the same salaries.	Yes___No___	Project records
16. Boys and girls completing vocational programs supported under this project earn approximately equal beginning salaries.	Yes___No___	Follow-up studies completed by the school/project.
17. Classrooms and laboratories are decorated (pictures, posters, bulletin boards, etc.) with attention to and the portrayal of both sexes in a variety of nonstereotyped roles and activities.	Yes___No___	Observation
THE BEHAVIOR OF PROJECT TEACHERS, COUNSELORS AND OTHER STAFF TOWARD STUDENTS IN THE PROJECT:		
1. Rewards and punishments are provided as they are deemed appropriate to the behavior displayed by the student, not as they are deemed appropriate to the sex of the student involved.	Yes___No___	Student interviews, Student surveys.
2. Teachers and others avoid using sexist terms in referring to students and in describing their behavior.	Yes___No___	Student interviews, Student surveys

CRITERION AREA	RATING	RECOMMENDED SOURCE OF DATA
3. Rules and regulations on appropriate dress and grooming apply equally to the sexes and they are equally enforced.	Yes___No___	Student handbooks, Student interviews, Student surveys
4. Men and women students are equally encouraged to engage in: --analytical thinking --independent/dependent activities --the display of fearfulness/ fearlessness --the display of submissiveness/ aggressiveness --the display of characteristics and patterns of behavior which are deemed essential to the care and nurturance of a family.	Yes___No___	Student interviews, Student surveys
5. Project staff and teachers do not permit the differentiation of skills to be perpetuated by sex when the total command of all skills will be essential to mastery/ employment; i.e., classroom activities and assignments are described/ prescribed without regard for the sex of the student.	Yes___No___	Student interviews, Student surveys
6. Academic/occupational course expectations are the same without regard for the sex of the student.	Yes___No___	Student interviews, Student surveys

CRITERION AREA	RATING	RECOMMENDED SOURCE OF DATA
7. Activities and materials are avoided which tend to exclude the participation or comfort of students from single-parent families; i. e., a "parent" is equally treasured, whether of one sex or the other.	Yes___No___	Project records, Student interviews, Student surveys
8. Students are equally encouraged to pursue their areas of strength or to correct their areas of weakness without regard for their sex.	Yes___No___	Student interviews, Student surveys
9. Through classroom and laboratory activities, students are helped to recognize and minimize the misimpressions which currently exist in their textbooks and instructional materials.	Yes___No___	Project records, Student interviews, Student surveys
10. As great emphasis is placed on girls' achievements as on their looking "fashionable and effiminate" and as great emphasis is placed on boys' achievements as on their looking "athletic and masculine."	Yes___No___	Student interviews, Student surveys
11. The project has provided staff training on bias, stereotyping, and/or discrimination in its treatement of students and on the implications these hold for students.	Yes___No___	Project records, Teacher and staff interviews

CRITERION AREA	RATING	RECOMMENDED SOURCE OF DATA
COUNSELING AND GUIDANCE PROGRAMS:		
1. Counselors are equally available to male and female students on request.	Yes___No___	Project records, Student interviews, Student surveys
2. Male and female students or potential students are referred to counselors in approximately equal numbers.	Yes___No___	Project records, Student interviews, Student surveys
3. Counselors recommend programs and courses without regard to the sex of the inquiring student.	Yes___No___	Student interviews, Student surveys
4. Career information materials have been excluded from counseling and Guidance programs when they contain sex bias and sex-role stereotyping.	Yes___No___	Observation
5. Career counseling programs provide role models of men and women in a variety of jobs and occupations (including those which are non-traditional to their sex.)	Yes___No___	Project records
6. Interest inventories and other appraisal instruments which contain sex bias have been eliminated from use or steps have been taken to reduce the ill effects of their bias on occupational aspirations and occupational choice.	Yes___No___	Project records, Teacher and staff interviews

CRITERION AREA	RATING	RECOMMENDED SOURCE OF DATA
7. As great an emphasis is placed on the career choices and career decisions of women as on the same decisions of men.	Yes___No___	Student interviews, Student surveys
8. Women and men students are provided information about their rights to equal educational and employment opportunities under the law and are provided simulated activities for dealing with sexism and other forms of discrimination.	Yes___No___	Project records, Teacher and staff interviews, Student interviews, and Student surveys
9. Programs are planned and conducted for parents which assist them in working with their sons and daughters on career decisions, especially with respect to the sex bias, sex-role stereotyping, and other forms of discrimination they may encounter.	Yes___No___	Project records, Parent interviews
10. Guidance and counseling and placement and follow-up records are maintained and are reviewed periodically for the differential impacts of the instructional, counseling and guidance and placement programs on male, female, and minority school leavers or completers.	Yes___No___	Project/school records, Counselor interviews.
11. Students are informed of changing employment practices which previously operated to restrict career choice.	Yes___No___	Project records, Student interviews, Student surveys

CRITERION AREAS	RATING	RECOMMENDED SOURCE OF DATA
12. Students are encouraged to value and to develop intellectual abilities without regard to sex by their counselors.	Yes___No___	Student interviews, Student surveys
13. All students are helped to explore the advantages and disadvantages of course preferences and career choices, including such aspects as: --the income levels associated with various skills and knowledges in the society. --individual freedom of choice as associated with income and the various skills and knowledges in the society. --personal satisfaction that can occur from working in areas of greatest individual interest and potential.	Yes___No___	Student interviews, Student surveys
14. Within programs of career counseling and guidance, students are helped to: --discuss what are "desirable human characteristics" without regard to sex. --differentiate between their own concepts of "the ideal man" and "the ideal woman" and those presented in the media. --identify and analyze sexism in career information materials and in the media.		

CRITERION AREAS	RATING	RECOMMENDED SOURCE OF DATA
--differentiate between the social status of men and women as it relates to the current requirements of the labor market. --investigate and analyze subtle forms of sex bias and sex-role stereotyping in their own daily lives. --understand the impact of sex bias and sex-role stereotyping on each other--male and female--and on their relationships to each other. --recognize their own sex biases and the limitations they may be imposing on themselves.	Yes___No___	Student interviews, Student surveys.
15. Special programs of counseling, guidance, placement, and peer support are provided young people who select nontraditional career and educational pursuits.	Yes___No___	Project records, Teacher and staff interviews, Student interviews
16. An equal emphasis is placed on sources of financial support for further education. Where unequal resources exist in the society for one of the sexes, that sex is provided more extensive support in identifying and securing support.	Yes___No___	Counselor interviews, Student interviews

CRITERION AREAS	RATING	RECOMMENDED SOURCE OF DATA
17. Guidance, counseling, and placement personnel have been provided the inservice training necessary to the delivery of sex-fair services to students.	Yes___No___	Project records, Counselor interviews
NOTE TO MONITOR: Items 12 and 13 under Curriculum and Instructional Materials should be applied to career information materials as well as to materials used in the classroom.		
CURRICULUM AND INSTRUCTIONAL MATERIALS:		
1. Teachers have been provided the training and information necessary to eliminate sex bias and sex-role stereotyping from their curriculum (instruction and materials).	Yes___No___	Project records, Teacher interviews
2. Students are encouraged to make critical analyses of the educational activities and materials they are furnished for sex bias and sex-role stereotyping.	Yes___No___	Project records, Student interviews, Student surveys
3. Social science, history, physical science, and mathematics courses include the contributions of women in the society on an equal basis with the contributions and roles of men.	Yes___No___	(Appropriate to Priority I) Project records, Teacher interviews, Student interviews

CRITERION AREAS	RATING	RECOMMENDED SOURCE OF DATA
4. Literature courses place an equal emphasis on the contributions of female authors.	Yes___No___	(Appropriate to Priority I) Project records, Teacher interviews.
5. Health, physical education, and sex education courses treat the two sexes with equal respect and promote the concept of equal responsibility for birth control, venereal disease, abortion, adoption in the society.	Yes___No___	(Appropriate to Priority I) Project records, Teacher interviews.
6. Curriculum areas devoted to social problems give adequate coverage to inequities for males and females in marriage laws, in child custody practices, in taxes and social services, and in education and the job market.	Yes___No___	Project records, Teacher interviews, Student interviews
7. All educational processes and materials have been reviewed and "sexist" humor has been eliminated	Yes___No___	Teacher interviews, Student interviews
8. Neither sex is ridiculed, insulted, or harrassed in educational processes or materials.	Yes___No___	Student interviews, Student surveys

CRITERION AREAS	RATING	RECOMMENDED SOURCE OF DATA
9. Procedures have been established for the review of all curriculum and instructional materials being purchased or being developed for sex bias and sex-role stereotyping.	Yes__ No__	Project records
10. All curriculum and instructional materials (including audio-visuals) have been reviewed and the nature and extent of sex bias and sex-role stereotyping has been analyzed	Yes__ No__	Project records
11. Where sex bias or sex-role stereotyping have been identified in materials currently in use or in those being purchased, supplementary materials and procedures are being used to correct the misimpressions being given or being reinforced for the learner.	Yes__ No__	Observation, Project records, Teacher interviews, Student interviews
12. Graphics, pictures, and audio-visuals used in the classrooms portray groups of people (and individuals) in non-stereotyped roles.		
--An equal number of portrayals of men and women engaged in the work of the home and in related work (men and women engaged in cooking, cleaning, child care, home and lawn maintenance and repair, nursing and teaching in the elementary schools.)	Yes__ No__	Observation

CRITERION AREAS	RATING	RECOMMENDED SOURCE OF DATA
--An equal number of men and women (including mothers and fathers) are portrayed as being engaged in skilled, technical, and professional occupations and in positions or situations of authority.	Yes___No___	Observation
--An equal number of men and women are portrayed in "active" and "passive" roles and in "dependent" and "independent" roles (art, drama, in strenuous physical situations, traveling, operating machines, and constructing things.)	Yes___No___	Observation
--An equal number of men and women are portrayed as cooperating with each other and with their peers of the opposite sex.	Yes___No___	Observation
13. The content of curriculum and instructional materials used in the classrooms:		
--Contains language that has been adjusted to eliminate a one-gender reference to the exclusion or the minimizing of the other and other stereotypical language has been eliminated or neutralized.	Yes___No___	Observation
--Sets forth an equal number of males and females as the leading character.	Yes___No___	Observation

CRITERION AREAS	RATING	RECOMMENDED SOURCE OF DATA
--Reflects genuine friendships and activities of cooperation between the sexes.	Yes___No___	Observation
--Treats praiseworthy traits--strength, compassion, initiative, warmth, perceptiveness, courage, and resourcefulness--as human traits rather than as "masculine" or "feminine" traits.	Yes___No___	Observation
--includes materials on single-parent families, families with working mothers, extended families, single people, childless couples, and old people in realistic and positive ways.	Yes___No___	Observation

IMPLEMENTING THE IMPROVED MONITORING PROGRAM

The writer elected to implement the improved monitoring program in two stages:

1. To provide an early awareness of the activity by Part D program officers and invite their input into its development; and
2. To try to insure their involvement in the success of the activity by having them initiate the improvement with the State coordinators and local project directors to be involved in monitoring and evaluation.

The first workshop for implementation purposes was held on March 3, 1977. It was an informational workshop designed to (a) help Regional Officers improve their ability to recognize sex bias and sex-role stereotyping; (b) inform them of the administrative improvement activity being carried out by their coordinator; and (c) solicit their reactions and input into the activity in its earliest stages.

It should be noted that this workshop was held prior to the actual development of a monitoring instrument. Conjecturing that the Regional Officers would deny, defensively, their need for the monitoring improvement activity, the writer elected to introduce the potential criteria and pre-/post-test their feelings about the ability to apply it to instances of sex bias and sex-role stereotyping viewed in films and filmstrips. It was believed by the writer that the interest and enthusiasm of the monitors could be heightened by their spoken or unspoken recognition of a need to improve their observational and reporting abilities.

The March 3 workshop lasted approximately three and one-half hours and times devoted to topics were:

1.	Introduction to the administrative improvement activity	9:00-9:15 a.m.
2.	Completion of the pre-test instrument	9:15-9:30 a.m.
3.	Overview and discussion of the literature review	9:30-10:00 a.m.
4.	Overview and discussion of the draft annotated bibliography	10:00-10:15 a.m.
5.	Overview and discussion of the draft paper to establish policy	10:15-10:45 a.m.
6.	Coffee Break	10:45-11:00 a.m.
7.	Viewing and discussion of films and filmstrips	11:00-12:00 Noon
8.	Overall discussion	12:00-12:15 p.m.
9.	Completion of post-test instrument	12:15-12:30 p.m.

In selecting films and filmstrips for the inservice training session, the writer reviewed:

1. "I'm Glad I'm a She, I'm Glad I'm a He," a filmstrip produced by Amanda Smith of the North Carolina State Department of Education as a part of her "New Pioneers Project" to eliminate sex stereotyping in vocational education in North Carolina.[1]

2. "A Chance to Choose," a filmstrip by Mary Ellen Verheyden-Hilliard as a part of a project, "Sex Equality in Guidance Opportunities:

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[1] Amanda J. Smith, "Stamping Out Sex Stereotypes in North Carolina," (Washington, D.C.: American Vocational Journal, April, 1976.)

Resources for Counselors, Teachers and Administrators," (SEGO) under the sponsorship of the American Personnel and Guidance Association.[2]

3. "A Woman's Game," a 16 mm film prepared for the U. S. Office of Education's Women's Educational Equity Program and designed to portray the practicality of women's choosing nontraditional career goals over those normally expected because of their sex.[3]

4. "I-Is for Important," "Hey! What About Us?," and "Anything They Want to Be," three films produced by the Far West Laboratory and the Stanford Center for Research and Development in Teaching under U. S. Office of Education support.[4]

5. "Girls at Twelve" and "Joyce at 34," two films produced by the National Institute of Education's Education and Work Group.[5]

The first three items were selected for the seminar based on their combined comprehensive coverage of the issues of sex bias and sex-role stereotyping in career and vocational education. The fourth item was rejected because it was felt that the sex bias and sex-role stereotyping portrayed were too subtle for recognition by the uninitiated. The fifth was rejected because it was felt that some segments of it might be offensive to other than confirmed feminists.

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[2] Mary Ellen Verheyden-Hilliard, Carol Jordan, and Suzanne Turner McBride, Sex Equality in Guidance Opportunities: Resources for Counselors Teachers and Administrators. (Washington, D. C.: American Personnel and Guidance Association, 1975.)

[3] "A Woman's Game," (New Hyde Park, New York: Modern Talking Picture Service, Scheduling Center, 2323 New Hyde Park Road.) (Available for free loan.)

[4] Gloria Golden and Lisa Hunter, In All Fairness: A Handbook on Sex Role Bias in Schools. (San Francisco: Far West Laboratory for Educational Research and Development, 1974).

[5] "Girls at Twelve," and "Joyce at 34," (Newton, Massachusetts: EDC Distribution Center, 39 Chapel Street, 02160.)

To evaluate the session, the regional officers completed a pre- and post-test semantic differential concerning monitoring for sex bias sex-role stereotyping.

For a reader to understand the outcome of the workshop, it is important that he or she understand, also, the conditions under which it was conducted.

1. The monitorship improvement activity had been proposed out of the fact that the regional officers had expressed reluctance and uncomfortable feelings about monitoring for sex bias and sex-role stereotyping.

2. Nine out of the ten target regional officers were men who had, at one time, been vocational education instructors in traditionally-male vocational programs.

3. On March 3, 1977, when this seminar was held, only seven regional officers attended the session. Two of them were substitutes for the target regional officers. These substitutes also were assigned to cover another meeting which was being convened concurrently with the vocational demonstration program meeting. This reduced the participation of the target regional officers to one-half of that expected.

4. In addition, several of the men in attendance had been informed the week before that their jobs had been "down-graded" by the U. S. Civil Service Commission auditors and more than half of the persons attending had been informed by their supervisors that money had just been curtailed for monitorship and site visit travel.

The instrument used to evaluate the seminar on a pre-test/post-test basis follows as Illustration 7. Items 1 through 7 were completed on a pre-test/post-test basis and items 8 through 12 on a post-test basis only.

The evaluation results were inconclusive. Though not treated statistically, the results are charted on pages 72-74.

Illustration 7

Instrument for Evaluating the Sex-Role Stereotyping Session

1. My personal feelings about monitoring vocational demonstration projects for sex bias and sex-role stereotyping can best be described as:

_____uncomfortable
_____anxious
_____frustrated
_____embarrassed
_____bored
_____ambivalent
_____interested
_____fun
_____excited
_____enthusiastic
_____other (please state)_____________________________

2. My feelings can probably best be attributed to:

_____an information overload
_____too little information
_____inappropriate information
_____being required to do something to which I am uncommitted
_____looking forward to the task ahead
_____appropriate information
_____enough information
_____other (please state)_____________________________

3. I think that the whole issue of sex bias and sex-role stereotyping is being "overdone" in the U. S. Office of Education.

_____Yes
_____No

4. I believe that I can recognize sex bias and sex-role stereotyping and a project's honest efforts to eliminate them in:

	Yes	No
(a) The role models being provided young people through the educational experiences we are sponsoring.	_____	_____

	Yes	No
(b) The school and class assignment practices of demonstration program grantees.	____	____
(c) The behavior of project personnel (including learning coordinators, counselors, and placement personnel) involved in the projects toward students and potential students.	____	____
(d) The guidance and counseling program (including appraisal instruments and occupational information materials.)	____	____
(e) Sports and extra-curricular activities.	____	____
(f) Curriculum and instructional materials.	____	____
(g) Affirmative action activities of demonstration program grantees toward compliance with Title IX requirements.	____	____

5. I believe that I have an adequate understanding of the issues to be resolved in the demonstration project monitorship activity.

____Yes
____No

6. I am comfortable with the work being done to resolve the demonstration project monitorship issues.

____Yes
____No

7. I would suggest that the following issues be added to those currently under consideration.

8. Which policy option do you prefer?

Option 1__________

Option 2__________

Option 3__________

9. I would recommend the following adjustments in the policy option checked above:

____

____

____

10. I would rate the draft literature review:

Good__________

Fair__________

Poor__________

11. I would suggest the following reorientation in the literature review.

____

____

____

12. I would rate this workshop activity:

Good________

Fair________

Poor________

Because seven regional officers completed the pre-test; and only six, the post-test, the number of positive, neutral, and "yes" and "no" have been converted to percentages in the following chart for purposes of comparison.

Chart 2

Evaluation Results for the Sex-Role Stereotyping Session

	Pre-Test		Post-Test	
1. My personal feelings about monitoring demonstration projects for sex bias and sex-role stereotyping can best be described as:	Negative	28.6	Negative	50.0
	Neutral	12.6	Neutral	0
	Positive	59.0	Positive	50.0
2. My feelings can best be attributed to:	Negative	50.0	Negative	50.0
	Positive	50.0	Positive	50.0
3. I think that the whole issue of sex bias and sex-role stereotyping is being "overdone" in the U. S. Office of Education.	Yes	37.0	Yes	16.7
	No	63.0	No	83.3
4. I believe that I can recognize sex bias and sex-role stereotyping and a project's honest efforts to eliminate them them in:				
(a) Role models in education.	Yes	100.0	Yes	100.0
	No	0	No	0
(b) School and class assignments.	Yes	83.3	Yes	80.0
	No	16.7	No	20.0
(c) The behavior of project staff toward students.	Yes	83.3	Yes	100.0
	No	16.7	No	0
(d) Guidance and Counseling.	Yes	100.0	Yes	100.0
	No	0	No	0

Chart continued on page 73.

Chart 2, Continued.

	Pre-Test		Post-Test	
(e) Sports and extra-curricular activities.	Yes	40.0	Yes	60.0
	No	60.0	No	40.0
(f) Curriculum and instructional materials.	Yes	100.0	Yes	100.0
	No	0	No	0
(g) Affirmative action	Yes	66.7	Yes	83.3
	No	33.3	No	16.7
5. I believe that I have an adequate understanding of the issues to be resolved in the demonstration program monitorship activity.	Yes	100.0	Yes	100.0
	No	0	No	0
6. I am comfortable with the work being done to resolve the Part D monitorship issues.	Yes	57.1	Yes	66.7
	No	42.9	No	33.3

7. I would suggest that the following issues be added to those currently under consideration:

Pre-Test	Post-Test
Placement and occupational data information.	A positive linkage be made with other interrelated agency programs in terms of communication and responsible mandates for improvement of program impact and elimination of sex bias.
Clarify roles of all interrelated agencies involved in equal rights.	
Sex bias in the Office of Education (vocational and technical education).	Directive to Regional Commissioners on monitoring.

8. Which policy option do you prefer?

Post-Test, Only.

Option 1 0
Option 2 66.7%
Option 3 33.3%

9. I would recommend the following adjustments in the policy option checked above.

Post-Test, Only.
No recommendations cited.

10. I would rate the draft literature review:

Good 50%
Fair 50%
Poor 0

Chart continued on page 74.

Chart 2, Continued

	Post-Test, Only.
11. I would suggest the following reorientation in the literature review.	Regional workshop presentation.
12. I would rate this workshop activity:	Good 100% Fair_________ Poor_________

The writer believes that the differences noted from the time of the pre-test to the time of the post-test could as easily be attributed to the fact that one participant left the meeting as to the fact that the remaining people experienced the workshop activity. Though this workshop will again be evaluated (see evaluation section, page 96) in terms of its impact on monitoring behavior, the writer was doubtful that it would have made a significant difference in the behavior of the participants.

As mentioned previously, attending the workshop session were only five (one-half) of the regular Part D project monitors. To test the hypothesis that this workshop was less than successful in its contribution to increasing and improving monitorship, workshop attendees' work will be measured against non-attendees' work in the evaluation section.

The writer did not meet with the demonstration program regional officers again until November, 1977. A seminar which normally would have been held in July of 1977 was canceled for reason of limited travel funds.

Given that the writer had not received a response in November, 1977, from the HEW Office for Civil Rights nor from the HEW Office of General

Counsel (see page 38 of this report), the writer prepared for the seminar based on very limited policy direction.

By the time of this workshop, however, several items were ready for distribution to the field. It was also the last opportunity for the writer to influence the monitoring visits which would be made by the Regional Officers in the Spring of 1978. Part D projects would be carried into their third and final year based on these site visits. The writer viewed the November workshop, then, as the last opportunity for having a monitoring and evaluation impact on 55 vocational education demonstration projects, representing in total an investment of more than $22 million dollars and 3 years of total project operation.

Available to the writer for the November seminar were:

1. The document, Review of the Literature--Establishing Potential Criteria for the Monitorship of Educational Activities for Sex Bias and Sex Role Stereotyping, which had been approved and printed in 200 copies (see Appendix A).

2. The document, Annotated Bibliography--Establishing Criteria for the Monitorship of Educational Activities for Sex Bias and Sex-Role Stereotyping, which had been approved and printed in 200 copies (see Appendix E).

3. The document, Supplemental Rating Sheet--Sex Bias and Sex-Role Stereotyping--Vocational Demonstration Projects (see Illustration 6, page 49).

In addition to the above items which were prepared by the writer, three other items had reached the USOE which it was believed, would be helpful to the field in the year ahead.

The first was a document entitled Final Report--Report on Sex-Fairness Methods and Procedures at Part D EBCE Sites Implementing NWREL, RBS, and AEL Models. The manuscript, prepared by Gail Stevens, an educational consultant to the National Institute of Education, had been based on personnel interviews with local project staff members during the summer of 1977.

The second was a draft manuscript entitled Guidelines for the Creative Use of Biased Materials in a Non-Biased Way, which was in preparation for the USOE's Bureau of Occupational and Adult Education by a firm, Women on Words and Images, of Princeton, New Jersey. Though not ready for general distribution, it was felt that the suggestions contained in the document might be helpful to projects attempting to work with the concepts of sex fairness in career and vocational education.

Finally, the writer had been provided a single copy of a document prepared by American Institutes for Research of Palo Alto, California, under the sponsorship of the USOE's Women's Educational Equity Act Program, entitled Measures of Educational Equity for Women: A Research Monograph. Though this book was not available for mailing to all local projects, it could be purchased on a cost recovery basis from the American Institutes for Research. Ordering information was included in the package for the November seminar (see Illustration 8).

Attending the second seminar in November, 1977, were all ten Regional Officers assigned to monitor the vocational education demonstration

Illustration 8

Ordering Information
Measures of Educational Equity for Women: A Research Monograph

DATE: November, 1977

TITLE: MEASURES OF EDUCATIONAL EQUITY FOR WOMEN: A RESEARCH MONOGRAPH

AUTHORSHIP: Kathleen L. Williams
Beverly J. Parks
Carmen J. Finley

INSTITUTION: American Institutes for Research
P. O. Box 1113
Palo Alto, California 94302

Measures of Educational Equity for Women is a resource for project directors and evaluators of nonsexist education, vocational and career education, and women's educational projects in the community.

The Monograph describes 61 measurement instruments that may be used to evaluate projects working towards educational equity for women and girls. The instruments were collected by a research project funded by the Women's Educational Equity Act (WEEA) Program of U. S. O. E.

The instruments described in the monograph may be used to measure career development, occupational or leadership training, self concept, sex stereotyping behavior, sex stereotyping awareness, attitudes, and techniques for coping with and combatting sex stereotyping.

Each description contains the purpose and use of the instrument, its development and how to administer and score it, reliability and validity data, and references. Also included is the author's name and address and ordering information (cost, availability, and source).

To order the monograph, fill in the form below and send it to the Publications Office, American Institutes for Research, P. O. Box 1113, Palo Alto, California 94302.

Please send me _____ copies of Measures of Educational Equity for Women: A Research Monograph at $6.50 each. (includes postage and handling.)

☐ I have enclosed a check for $___________. (A check payable to American Institutes for Research must accompany each order.)

NAME_____________________________ ADDRESS___________________________

CITY, STATE, ZIP___________________________ projects. It was at this seminar that the ten Regional Officers first received and reviewed the supplemental instrument for monitoring projects. The overall seminar time devoted to sex bias and sex-role stereotyping was four hours and the time was used in the following fashion.

1. Review of the status report on Sex-Fairness Methods and Procedures prepared by Gail Stevens (this document permitted the seminar leader to establish that project activity in the country was inconsistent and minimal, at best, in many projects). 1:00-1:30 p.m.
2. Potential criteria for monitoring educational programs for sex bias and sex-role stereotyping (Appendix E). 1:30-2:00 p.m.
3. The Supplemental Rating Sheet--Sex Bias and Sex-Role Stereotyping--and how it was formulated. 2:00-3:00 p.m.
4. Coffee Break. 3:00-3:15 p.m.
5. Establishing USOE Policy on Monitorship for Sex Bias and Sex-Role Stereotyping. 3:15-3:45 p.m.
6. Implementing intensive monitoring--questions and discussion--Who Implements? 3:45-4:45 p.m.
7. Formulating the Implementation Packet to the Field. 4:45-5:00 p.m.

The key factor attesting to the success of the second seminar was the decision on the part of the Regional Project Officers to implement the intensified monitoring activity over their own signatures rather than having it implemented by the Central Office Coordinator. By carrying out their decision to implement over their own signatures, the monitors obligated themselves to intensified monitoring in the perceptions of their colleagues at the State and local levels. To have failed to intensify the monitoring, after committing themselves in writing to the field, would have reflected on their own professional integrity.

The second seminar with the Regional Project Officers was far more positive than the first. There is no question in the mind of the writer that other factors impinging on the thoughts of the participants in the March seminar were major inhibitors to the success of that meeting, not the sex bias issue, alone.

Reactions in the seminar to the overall guide and to the sex-bias monitoring instrument were so positive as to make it unnecessary that the materials be revised after the November, 1977, seminar. Revisions will be made after the instrument has been used in the field for one round of monitorship and evaluation visits. This means that revision will come only after this report has been filed and the improvement activity completed.

In keeping with the fourth objective of the improvement activity, 150 copies of the products of the activity were disseminated to State coordinators and local project directors by the Regional Project Officers in December, 1977. (See Illustration 9 for the memorandum implementing the intensified monitoring.)

In conclusion, the administrative improvement activity was implemented in two stages, culminating in November and December, 1977. The decision of the Regional Project Officers to assume personal responsibility for its implementation and for the initial notification to the field attests to the success of its implementation.

Illustration 9

Suggested Memorandum
Initiating Intensified Monitoring Program

TO: State Coordinators of Vocational Demonstration Programs
Local Project Directors, Vocational Demonstration Projects

FROM:
U. S. Office of Education Regional Office

SUBJECT: ELIMINATION OF SEX BIAS AND SEX-ROLE STEREOTYPING
FROM VOCATIONAL EDUCATION DEMONSTRATION PROGRAMS

Regulations for the vocational education demonstration program administered by the U. S. Office of Education established the following requirements beginning in Fiscal Year 1976.

> "...a systematic plan to eliminate existing sex bias and sex-role stereotyping and to avoid introducing these elements into the activites undertaken with respect to the demonstration project;
>
> ...a strong emphasis on sex-fair guidance, counseling, placement, and follow-up services; and
>
> ...a third-party, objective evaluation, the design of which should attempt to measure student outcomes against the stated objectives of the project as well as gather such process and treatment information as will show reason why the project was or was not successful in achieving the desired outcomes for a designated population of student participants."

This office has become increasingly concerned about the inconsistency across the projects with which these requirements are being met. Beginning in 1978, our monitorship of this aspect of the vocational demonstration projects will be intensified, using the attached supplemental rating sheet. To assist you in preparing yourself for our intensified monitoring activity, we are enclosing a package of resource materials.

We urge you to review these materials with your project staff and take full advantage of any resources being called to your attention within them.

EVALUATING THE ADMINISTRATIVE IMPROVEMENT ACTIVITY

Process Evaluation.

In developing and implementing the improvement, the writer had four first-order objectives and, underlying these, nine developmental or procedural strategies. These objectives and procedural strategies were initially outlined on pages 6-10 of this report.

The writer's evaluation of each of the procedural strategies is reported below. Greater evaluation detail can be found on the pages indicated.

1. An in-depth search of the literature was successful as evaluated in-depth on pages 21-23, 72 and 73.

2. An instrument was developed on which sex bias and sex-role stereotyping might be scored or quantified by project monitors. The instrument itself was evaluated only as it contributed to the final outcomes of the practicum. The criteria included in the instrument, however, were those appropriate for the instrument as evaluated on pages 26 and 27.

3. The policy clarification strategy was not accomplished. The writer has covered the difficulties encountered and the perceived reasons for its lack of success on pages 38-43.

4. The fourth procedural strategy was partially achieved. Materials were developed which included the literature review and the instrument. These were evaluated only as they contributed to the overall outcome of the activity.

5. The fifth procedural strategy--to accumulate materials depicting sex bias and sex-role stereotyping--was accomplished and the materials were used in training for project officers. This strategy was evaluated only as it contributed to the outcomes of training.

6. Instead of the single training session proposed in the sixth procedural strategy, two sessions were ultimately conducted. These are evaluated on pages 69-79 and as a part of the outcome or product evaluation.

7. The seventh procedural strategy--that of revision based on the outcomes of training and the reaction of the advisory group--was postponed, as indicated on page 79, until after the materials could be used in the field.

8. The materials developed in the improvement activity were printed in 200 copies and disseminated to the field during November and December, 1977.

9. The ninth procedural strategy was to be that of evaluating the outcomes of the improvement activity. The results are reported below under Product Evaluation.

Product Evaluation.

The writer believed that monitorship activities could be evaluated both in quantity and quality--in quantity, from the viewpoint of the increased incidence of attention given in reports to the item of concern; and, in quality, from the nature of the attention given.

In evaluating quantitatively, one can simply count the numbers of times that sex bias and/or sex-role stereotyping are mentioned in reports and make a comparison over time or over projects.

In evaluting qualitatively, it could be said that attention to sex bias and sex-role stereotyping in reports may range from:

CODE FOR QUALITY	DESCRIPTION
0	Ignoring the existence of the elimination of sex bias and sex-role stereotyping as an objective of the program or project.
1	Recognizing and citing the elimination of sex bias and sex-role stereotyping as an objective of the program or project.
2	Observing the grantee's progress or lack of progress toward achieving objectives in the elimination of sex bias and sex-role stereotyping nonjudgmentally.
3	Commending the grantee for outstanding achievement or citing the grantee for a weakness in the absence of progress.
4	Asking the grantee to provide helpful suggestions to others making less progress or recommending that the grantee take particular actions to correct a deficiency.
5	Adding to a recommendation for particular actions, a range of alternatives, a range of consultants, or a range of materials which might be useful in improving what are already good efforts or in correcting the deficiencies observed.

It should be obvious to the reader that the range of qualitative actions have been rank ordered, with the highest in quality (5) requiring the monitor him/herself to know the subject being monitored, know the experts in the field, and/or know the literature as it relates to the subject or concern being monitored. While the highest order item (5) may approach the function of technical assistance rather than simple monitoring, it is a desirable outgrowth of monitoring. Most Federal program officers engage in providing technical assistance as soon as they, themselves, feel confident in their own knowledge and expertise.

The work of the vocational demonstration project monitors in Fiscal Years 1976, 1977, and in the Spring of 1978, has been analyzed in this way. In this respect, it should be noted that we are limited, in our ability to evaluate results, to the written reports of the project monitors. We, of course, are unable to document what they may have said, verbally, to local or State grantees during a site visit.

Listed below are examples of monitorship statements made in reports by project monitors which have been coded into the various levels of monitorship.

Illustration 10

Coding Monitorship Statements as to Quality

CODE/LEVEL	STATEMENT
0	
1	"The various components of this plan are as follows:....(2) To develop a comprehensive three year system-wide Experience-Based Career Education Program designed as an elective course of study available to all sophomores, juniors, and seniors regardless of sex, race, achievement, or background."
2	"Project...has an advisory council composed of representatives from business, clubs/organizations, government (State and local) and education. The Council meets bi-monthly and appears to be balanced in terms of male/female representation." "The difficulty seems to be in identifying and utilizing women in good positions and in recruiting them for EBCE."
3	"A special commendation is given to the staff for its efforts to reduce sex-stereotyping. Close attention is given to this in materials as well as in the utilization of human resources in the classroom." "This program has not demonstrated a commitment to the elimination of sex bias and sex-role stereotyping by identifying and utilizing men and women in nontraditional work roles to work with young people in the project."
4	"A well-planned and conducted two-day workshop on 'Elimination of Sex Bias and Sex-Role Stereotyping' was held in cooperation with the University of ... The project staff has promised to furnish each of the USOE Regions a packet of material developed for the workshop." "Review of curriculum and instructional materials carried out. Recommend the

project focus more attention on nontraditional roles and the exploration of them by young people."

5 "In the area of sex bias, discussions revealed a need to do more in shaping the attitudes and behaviors of teachers toward sex fair career options for students and for the review of materials being used and/or developed in the EBCE project. The ...site should secure access to an implement, at least in field test-fashion, the ...curriculum of the ...State Department of Education."

As indicated in the illustration above, the report coded "0" contained no mention of sex bias or sex-role stereotyping as being of concern to the project. In the report coded "1", the monitor cited the sex of the participating student as a concern of the project, but made no mention of it in the balance of the report, either observationally or judgmentally. The two reports coded "2" observed progress and lack of progress, but neither report made a judgmental statement or a recommendation. Those reports coded "3" either commended progress or cited lack of progress, judgmentally, but neither went so far as to make a recommendation. The reports coded "4" either commended progress or noted a lack of progress and made a recommendation. And the report coded "5" cited a weakness, made a recommendation, and suggested a helpful resource.

In addition to coding the reports as to quality, the writer had some concern with the male/female composition of site visit teams that monitored for sex bias and sex-role stereotyping and with a general comparison of the numbers of men and women involved in the monitorship of Federal projects, whether as members of the team or as recipients of the team's observations and recommendations.

Ninety-one (91) monitorship/evaluation reports have been coded in the following charts (Illustrations 11, 12, and 13), 19 of which were made for projects monitored prior to the activity to improve monitoring for sex bias and sex-role stereotyping, 47 of which were made for projects during the improvement activity, and 25 of which were made for projects monitored after the full implementation of the intensified monitoring program.

The 91 reports represent the total number of reports filed as of June 15, 1978, by the project monitors involved. Other headings on the charts represent the sex of the Federal project monitor(s); and, in the case of Illustrations 12 and 13, a letter code for the identity of the monitor; the representation of the sexes on the monitorship team; the sex of all the local educators cited by name as having been contacted; the sex of the State Education Agency personnel cited by name as having been contacted; and the sex of the local project director where that director was addressed or referred to by name.

The reader should note that--rather than breaking the analyses strictly by Fiscal Years; in other words, Fiscal Years 1976, 1977, and 1978--the writer has broken the reports by whether or not the projects being monitored were monitored prior to, during, or after the administrative improvement activity. The reader should also know that, although projects funded in Fiscal Year 1975 were still being monitored in 1977 and 1978, they were not initially funded under regulations to work in the area of sex bias and sex-role stereotyping. This fact may account for some of the difference in the incidence and quality of monitorship between those monitored prior to and during the improvement activity.

Illustration 11
Analysis of Monitoring Prior to Activity

SITE VISIT NUMBER	DATE	FEDERAL MONITOR(S)		TEAM		LOCAL EDUCATORS		STATE AGENCY PERSONNEL		LOCAL PROJECT DIRECTOR		QUALITY OF MONITORSHIP					
		M	F	M	F	M	F	M	F	M	F	0	1	2	3	4	5
1	5/76	1	1	3	1	6	6	2	0	1	0	1					
2	9/76	1	0	0	0	0	0	0	0	0	0	1					
3	4/76	0	1	1	1	0	0	1	0	1	0	1					
4	4/76	0	1	1	1	6	3	1	0	1	0	1					
5	4/76	0	1	0	0	0	0	2	3	0	1	1					
6	4/76	0	2	2	2	5	4	1	0	1	0				1		
7	3/76	1	2	1	3	10	1	0	1	1	0	1					
8	5/76	2	1	3	1	5	2	1	0	1	0	1					
9	5/76	1	0	0	0	0	0	0	0	1	0	1					
10	2/76	1	0	0	0	1	2	1	0	1	0	1					
11	1/76	1	0	0	0	1	1	0	0	0	1	1					
12	1/76	1	0	2	0	1	0	1	0	1	0	1					
13	1/76	1	0	2	0	1	0	1	0	1	0	1					
14	5/76	2	0	2	0	5	1	1	0	1	0	1					
15	6/76	2	0	2	0	1	0	0	0	1	0	1					
16	5/76	1	0	3	0	2	0	1	0	1	0	1					
17	3/77	2	1	3	2	11	0	1	1	1	0					1	
18	2/77	2	0	2	0	5	0	0	0	1	0	1					
19	1/77	1	0	0	0	0	0	1	0	1	0					1	
TOTALS		20	10	27	11	60	20	15	5	16	2	16	0	0	1	2	0

ANALYSIS OF MONITORING OF PROJECTS PRIOR TO THIS IMPROVEMENT ACTIVITY

Illustration 12
Analysis of Monitoring During Activity

SITE VISIT NUMBER	DATE	FEDERAL MONITOR(S) M	FEDERAL MONITOR(S) F	TEAM M	TEAM F	LOCAL EDUCATORS M	LOCAL EDUCATORS F	STATE AGENCY PERSONNEL M	STATE AGENCY PERSONNEL F	LOCAL PROJECT DIRECTOR M	LOCAL PROJECT DIRECTOR F	QUALITY OF MONITORSHIP 0	QUALITY OF MONITORSHIP 1	QUALITY OF MONITORSHIP 2	QUALITY OF MONITORSHIP 3	QUALITY OF MONITORSHIP 4	QUALITY OF MONITORSHIP 5
1-F	5/77	2	0	2	0	0	0	0	0	0	0		1				
2-H	6/77	1	1	3	1	3	0	1	0	1	0					1	
3-I	4/77	1	1	1	1	2	0	0	0	1	0	1					
4-C	6/77	2	1	4	1	5	0	1	0	1	0					1	
5-F	5/77	2	0	3	0	0	0	2	0	1	0		1				
6-G	6/77	0	1	0	1	5	4	0	0	1	0						1
7-E	5/77	1	1	3	2	12	6	0	1	1	0				1		
8-I	5/77	2	0	4	0	4	0	1	0	1	0	1					
9-H	6/77	1	1	2	2	0	0	0	1	1	0					1	
10-F	5/77	1	1	1	1	6	3	0	1	0	1						1
11-E	5/77	1	0	0	0	0	0	0	0	0	0				1		
12-C	8/77	1	1	3	1	0	0	1	1	1	0				1		
13-F	4/77	1	0	2	0	0	0	0	0	1	0			1			
14-E	4/77	1	0	3	2	14	7	0	1	1	0					1	
15-B	3/77	1	0	0	0	0	0	0	0	0	1	1					
16-E	5/77	1	1	5	1	8	2	1	0	0	1				1		
17-I	4/77	1	1	1	1	4	0	0	0	1	0			1			
18-F	6/77	1	0	0	0	0	0	0	0	1	0	1					
19-G	3/77	0	1	1	2	4	9	0	1	0	1				1		
20-A	--	1	0	0	0	0	0	0	0	0	1				1		
21-G	4/77	0	2	2	2	3	5	1	0	1	0	1					
22-J	8/77	1	0	1	1	1	0	0	1	1	0	1					
23-A	3/77	1	0	0	0	1	1	0	0	1	0					1	
24-A	4/77	1	1	1	1	0	0	1	0	1	0					1	
25-G	4/77	0	2	0	2	2	2	0	1	1	0					1	
26-A	10/77	1	0	1	0	0	0	1	1	1	0					1	
TOTALS, FORWARD		26	16	43	22	74	39	10	9	19	5	6	2	2	6	8	2

ANALYSIS OF MONITORING OF PROJECTS DURING THE IMPLEMENTATION OF THIS IMPROVEMENT ACTIVITY

Illustration 12, Continued
Analysis of Monitoring During Activity

SITE VISIT NUMBER	DATE	FEDERAL MONITOR(S)		TEAM		LOCAL EDUCATORS		STATE AGENCY PERSONNEL		LOCAL PROJECT DIRECTOR		QUALITY OF MONITORSHIP					
		M	F	M	F	M	F	M	F	M	F	0	1	2	3	4	5
Totals, Forward		26	16	43	22	74	39	10	9	19	5	6	2	2	6	8	2
27-A	9/77	1	0	1	0	1	0	1	1	1	0				1		
28-G	4/77	0	2	0	3	0	0	0	1	0	1	1					
29-A	4/77	1	0	0	0	0	0	0	0	1	0					1	
30-H	6/77	1	0	3	0	1	1	0	0	1	0					1	
31-J	5/77	1	0	0	0	0	0	0	0	0	0		1				
32-E	6/77	2	0	2	0	0	0	0	0	1	0					1	
33-J	5/77	1	0	0	0	0	0	0	0	1	0			1			
34-E	7/77	1	1	0	0	0	0	0	0	0	1				1		
35-J	5/77	1	0	1	0	0	0	0	0	0	0				1		
36-I	4/77	1	0	2	0	4	2	1	0	1	0	1					
37-I	4/77	1	0	6	0	0	0	5	0	1	0					1	
38-C	7/77	1	1	3	2	2	0	1	0	1	0					1	
39-G	5/77	0	1	0	1	0	0	0	0	1	0					1	
40-A	4/77	2	0	2	0	0	0	0	0	0	1				1		
41-H	5/77	1	0	3	1	3	0	2	1	1	0					1	
42-H	9/77	1	0	3	1	3	0	2	1	1	0	1					
43-E	7/77	1	1	4	1	5	4	1	0	1	0						1
44-D	11/77	0	1	1	1	6	4	1	0	1	0				1		
45-A	12/77	1	0	1	0	1	1	1	1	1	0					1	
46-A	1 /77	1	0	1	0	1	0	1	1	1	0			1			
47-G	11/77	0	1	0	1	1	1	0	0	0	1					1	
TOTALS		45	24	76	33	102	52	26	15	34	9	9	3	4	11	17	3

ANALYSIS OF MONITORING OF PROJECTS DURING THE IMPLEMENTATION OF THIS IMPROVEMENT ACTIVITY

Illustration 13
Analysis of Monitoring After Activity

SITE VISIT NUMBER	DATE	FEDERAL MONITOR(S)		TEAM		LOCAL EDUCATORS		STATE AGENCY PERSONNEL		LOCAL PROJECT DIRECTOR		QUALITY OF MONITORSHIP					
		M	F	M	F	M	F	M	F	M	F	0	1	2	3	4	5
1-G	3/78	0	1	1	4	2	6	0	1	1	0					1	
2-K	5/78	2	0	2	0	0	0	0	0	1	0			1			
3-G	2/78	0	1	1	2	8	7	0	1	0	1					1	
4-G	3/78	0	1	1	3	11	9	0	1	1	0			1			
5-G	3/78	0	1	1	2	17	25	0	1	1	0			1			
6-G	4/78	0	1	3	1	7	4	1	0	1	0			1			
7-G	2/78	0	1	2	1	8	3	1	0	1	0					1	
8-G	4/78	0	1	2	2	8	12	0	1	1	0				1		
9-I	2/78	1	0	1	0	0	0	0	0	1	0			1			
10-I	2/78	0	1	0	0	0	0	0	0	1	0				1		
11-I	3/78	1	0	2	0	0	0	1	0	1	0			1			
12-I	3/78	1	0	0	0	0	0	0	0	1	0	1					
13-I	3/78	1	0	0	0	0	0	0	0	1	0	1					
14-E	5/78	1	1	4	1	9	6	1	0	1	0						1
15-E	4/78	1	0	0	0	0	0	0	0	1	0						1
16-E	4/78	1	1	5	1	4	4	1	0	0	1						1
17-E	4/78	1	1	5	1	4	4	1	0	0	1						1
18-A	2/78	1	0	0	0	1	2	0	0	0	1				1		
19-A	1/78	1	0	0	0	0	0	0	0	0	0			1			
20-A	3/78	1	0	0	0	0	0	0	0	0	1			1			
21-A	2/78	1	0	0	0	0	0	0	0	1	0				1		
22-A	2/78	1	0	0	0	0	0	0	0	0	1			1			
23-H	--	1	0	4	0	0	0	1	0	0	1			1			
24-H	4/78	1	0	4	2	0	0	1	0	0	0			1			
25-E	5/78	1	0	3	1	6	4	1	0	1	0						1
TOTALS		18	10	41	21	85	86	9	5	16	7	2	0	11	4	3	5

ANALYSIS OF MONITORING OF PROJECTS AFTER THIS IMPROVEMENT ACTIVITY

It should also be noted that Illustration 12 included two evaluation site visit reports where headquarters personnel prepared the report; and, in the case of two regional monitors, no reports were found in the files. While the reports in Illustration 12 are coded for 10 monitors, two of these were members of the headquarters staff. Similarly, Illustration 13 includes one evaluation site visit report where a regional monitor never involved in the administrative improvement activity prepared the report. Consequently, this report has been excluded from analyses which compared the performance of participating monitors.

QUANTITATIVE EVALUATION

In evaluating quantitatively, the writer wished to check the accuracy of two null hypotheses: they were, that (a) projects monitored during and after the improvement activity were monitored no more frequently for sex bias and sex-role stereotyping than before; and (b) that the monitorship of federally-supported vocational demonstration projects became no less a male-dominated activity than it was before the educational improvement activity.

To check the first hypothesis--that the improvement activity made no significant difference in the frequency with which projects were monitored for sex bias and sex-role stereotyping -- the writer prepared the following chart and ran a Chi Square value for significant difference.

Chart 3

The Incidence of Monitoring Before, During, and After the Improvement Activity

	Prior	During	After	Total
Monitored	3 (13.36)	38 (33.05)	23 (17.58)	64
Not Monitored	16 (5.64)	9 (13.95)	2 (7.42)	27
TOTALS	19	47	25	91

At the .001 level, the Chi Square value required for 2 degrees of freedom is 13.815. Since our observed value is 35.17, we reject the null hypothesis that there is no difference in the incidence of monitoring before, during, and after the improvement activity. We conclude that the incidence of monitoring increased significantly during and after the improvement activity.

To check the second hypothesis--that the monitorship for federally-supported vocational demonstration projects became no less a male-dominated activity--the following chart was prepared.

Chart 4

The Representation of Males and Females in Monitorship Activities

	Males		Females	
	Number	Percent	Number	Percent
Federal Monitors				
Prior to the Activity	20	66.7	10	33.3
During the Activity	45	65.2	24	34.8
After the Activity	18	64.3	10	35.7
Team Composition				
Prior to the Activity	27	71.1	11	28.9
During the Activity	76	69.7	33	30.3
After the Activity	41	66.1	21	33.9
Local Educators Listed as Contacted				
Prior to the Activity	60	75.0	20	25.0
During the Activity	102	66.2	52	33.8
After the Activity	85	49.7	86	50.3
State Agency Personnel Listed as contacted				
Prior to the Activity	15	75.0	5	25.0
During the Activity	26	63.4	15	36.6
After the Activity	9	64.3	5	35.7
Sex of Local Project Director				
Prior to the Activity	16	88.9	2	11.1
During the Activity	34	79.1	9	20.9
After the Activity	16	69.6	7	30.4

Given that, overall, males outnumbered females in their participation in monitorship activities by almost 2 to 1, it is obvious that, during the period studied, the monitorship of federally-supported vocational demonstration projects remained a male-dominated activity. A trend is evident, however, in the increased participation of women. The increased participation of women is most evident at the local level where it doubled between 1976 and 1978. The next highest percentage increase, also at the local level, was that of project directors. The least highest percentage increase in the participation of women was at the Federal level where the increase was 2.4%.

To test the significance in the increased participation of women in monitorship activities, the writer prepared the following chart and ran a Chi Square value for significant difference.

Chart 5

The Participation of Women Before, During, and After the Improvement Activity

	Before	During	After	Total
Number of Males	138 (121.93)	283 (272.71)	169 (195.36)	590
Number of Females	48 (64.07)	133 (143.29)	129 (102.64)	310
TOTALS	186	416	298	900

Testing the null hypothesis--that the participation of females in Federal project monitorship has remained proportionately equal since the initiation of the activity to improve monitoring for sex bias and sex-role stereotyping--we found $X^2 = 17.51$. Given a required Chi Square value of 13.815 for significance at the .001 level, and a derived Chi Square of 17.51, we reject the null hypothesis, concluding that the number of female participants has increase significantly.

QUALITATIVE EVALUATION

The qualitative evaluation measure was to be that of a comparison between the quality of monitorship for project monitors prior to, during, and after the initiation of the activity. Though other variables may have been operating such as the exhortations of high level Office of Education leadership, placing the projects under regulation to eliminate sex bias and sex-role stereotyping, and other training regional monitors may have encountered, it was believed that a good deal of the increase in the quality of monitoring for this concern could be attributed to the improvement activity.

As indicated on page 67 of this report, only five of the ten target project monitors attended the training session on March 3, 1977. Consequently, data on the quality of monitoring are available for four monitors who did attend the seminar and four monitors who did not attend. (For two of the total of ten monitors, no evaluation site visit reports were filed.)

To test the null hypothesis--that attendance at the March 3 seminar by regional project monitors made no significant difference in the quality of their monitorship activities during this improvement activity--the writer prepared the following chart and ran a t Ration, or Student T, to test for a significant difference.

Chart 6

Comparing the Effects of The March 3, 1977 Seminar

Monitors Who Attended		Monitors Who Did Not Attend
$\Sigma X_1 = 65$		$\Sigma X_2 = 56$
$\overline{X}_1 = 2.9545$		$\overline{X}_2 = 2.434$
$n_1 = 22$*		$n_2 = 23$*
$\Sigma x_1^2 = 54.95$		$\Sigma x_2^2 = 57.65$
$\Sigma x_1^2 = 247$	$SD\overline{X} = .4826$	$\Sigma x_2^2 = 194$

*n = number of site visit reports filed. As indicated previously, these reports were filed by a total of 8 monitors, 4 of whom attended the seminar and four of whom did not.

Using the following formulas for arriving at t,

$$SD\overline{X} = \sqrt{\frac{\Sigma x_1^2 = x_2^2}{n_1 + n_2 - 2}\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}$$

AND $t = \dfrac{\overline{X}_1 - \overline{X}_2}{SD\overline{X}}$, we found

$t = 1.078$

$df = 43$

At the .05 level of significance, the t value required for 40 df is 2.021. Given a derived t value of 1.078, we accept the null hypothesis that there was no significant difference in the quality of monitoring during the improvement activity for those monitors attending the March 3, 1977, seminar and those not attending the seminar.

Data are also available to compare the mean quality of monitoring after the improvement activity was completed and installed for 2 regional project monitors who attended both seminars with the mean value of monitoring of 3 regional project monitors who attended only the last seminar. The remaining 5 project monitors had filed no site visit reports when these data were compiled.

Chart 7

Comparing the Effects of Both Seminars with the Effects of Only the Last Seminar

Monitors Who Attended Both Seminars	Monitors Who Attended Only the Last Seminar
$\Sigma X_1 = 41$	$\Sigma X_2 = 23$
$\Sigma X_1^2 = 169$	$\Sigma X_2^2 = 55$
$\overline{X}_1 = 3.73$	$\overline{X}_2 = 1.92$
$n_1 = 11^*$	$n_2 = 12^*$
$\Sigma x_1^2 = 16.81$	$\Sigma x_2^2 = 10.92$

$SD\overline{X} = .4256$

*n = number of site visit reports filed. The reports were filed by 5 monitors, two of whom attended both seminars and 3 of whom attended only the November, or the last, seminar.

Using the formulas for arriving at t shown on Page 96 , we found

$t = 4.2528$

$df = 21$

At the .001 level of significance, the value required for 21 degrees of freedom is 3.819. With a derived t value of 4.2528, we can reject a null hypothesis that attendance at both seminars, instead of the last seminar only, made no difference in the quality of monitoring.

Leaving the improvement in the value of monitoring during the improvement activity and the influence of the two seminars, a comparison of the overall quality of monitoring prior to the initiation of the improvement activity with the quality of monitoring after the activity was completed and installed, we find (again, using the Student T) the following.

Chart 8

Comparing the Quality of Monitoring Before
and After the Improvement Activity

Before the Activity	After the Activity
$X_1 = 11$	$X_2 = 71$
$X_1^2 = 41$	$X_2^2 = 253$
$\overline{X}_1 = .5789$	$\overline{X}_2 = 2.84$
$n_1 = 19$	$n_2 = 25$
$x_1^2 = 34.616$	$x_2^2 = 51.36$

$SD\overline{X} = .4355$

$t = -5.193$

$df = 42$

At the .001 level of significance, the t value required for 40 degrees of freedom is 3.551. With a derived t value of -5.193, we can reject a null hypothesis that the improvement activity made no significant difference in the quality of monitoring for sex bias and sex-role stereotyping.

SUMMARY

1. Three of the four first-order objectives for the improvement activity were accomplished: a guide was developed and implemented, inservice training was held, and the guide was printed and disseminated.

2. Although other significant variables may have been operating simultaneously with the activity to improve monitorship for sex bias and sex-role stereotyping (such as having the projects under regulation to eliminate these negative conditions), providing monitors with training in the recognition of sex bias and sex-role stereotyping and providing them with the tools with which to work appear to have increased significantly the desired behavior of the monitors as reflected in the incidence of monitoring.

3. Within the constraints established above, the overall quality of monitoring for the sex bias and sex-role stereotyping improved significantly in the vocational demonstration program when monitoring prior to initiation and installation was compared with monitoring after the improvement activity was fully installed.

4. During the time the improvement activity was being carried out--perhaps, in some part, attributable to intensified Federal monitorship--the participation of women in the overall monitoring procedure increased significantly. The participation of women at the local school district level doubled, while it increased by 10.7% at the State level, and 2.4% at the Federal level.

5. Attendance by project monitors at a seminar designed to increase their recognition of sex bias and sex-role stereotyping did not significantly improve the quality of their monitoring when compared with the monitoring of those not attending the seminar.

6. Attendance by project monitors at two seminars--the first designed to increase their recognition of sex bias and sex-role stereotyping and the second designed to provide them the tools with which to work--did increase significantly the quality of their monitoring when compared with the monitoring of those who attended only the session providing the tools.

7. Evaluation reports filed by project monitors in the Spring of 1978 reflected that the supplemental instrument prepared as a part of the improvement activity had been used in all vocational demonstration projects visited by the Regional monitors.

OBSERVATIONS AND RECOMMENDATIONS

OBSERVATIONS

The writer was successful in implementing an administrative activity to improve the monitoring of projects for sex bias and sex-role stereotyping. The administrative activity, in retrospect, was implemented in a fashion that brought no negative response to the USOE despite its controversial nature. This implies that the Agency was, prior to the initiation of the activity, giving less direction and less attention to this area of concern than the field was actually ready to receive.

Along with this positive and unanticipated outcome, the writer makes the following observations.

1. Even reluctant project monitors will monitor, minimally, for sex bias and sex-role stereotyping, given encouragement and training in their recognition of the problem and a set of tools with which to work.

2. It is far easier for the USOE to mount even a controversial improvement activity within an existing policy framework than it is to secure policy direction from the HEW. This is true even though the new policy direction is critical to activities mandated or implied by the Congress.

3. Within a given program area, a program manager is given wide latitude to provide leadership to the State and local constituency of that program provided that no formal opposition is encountered and reported to the Agency.

4. Despite the more formal bureaucratic inhibitors, Federal employees are able to work cooperatively across organization structures and to contribute positively toward the quality of products being developed. It does not follow that the results of their work will receive the sanction of the Agencies involved or that the Agencies will support the broader implementation of their findings even though staff time and resources have already been invested.

5. The Bureau of Occupational and Adult Education will be hard pressed to respond to inquiries from Congress about the increased employment of women in vocational education administration and management and about the increased representation of women on advisory councils unless their monitoring of this area is sanctioned by HEW.

6. On page 38 of this report, we stated that the Office of General Counsel (OGC) of HEW failed to respond to a request for a legal ruling on various policy options being proposed. A legal ruling was finally received on January 30, 1978, but it makes clear that OGC would expect that certain policy issues would be clarified with the HEW Office for Civil Rights.

7. The final report of the HEW-sponsored task force on Civil Rights and vocational education mentioned on page 39 merely raised issues which were to be resolved jointly by OCR and the Bureau of Occupational and Adult Education: it posed no solutions. These issues, many of which were raised in Appendix C of this report, have not yet been resolved.

8. The absence of policy direction limited the writer to implementing a montoring program which was directed only at the Federal project itself, and which did not look at factors in the broader institutional structure which impinge on the project--such as the employment of staff, the representation of women on local advisory councils, and the guidance and counseling services being provided young people prior to their enrollment in federally-supported projects.

9. The writer was successful in identifying potential criteria for monitorship and in formulating and implementing an instrument for monitoring.

10. The two seminars for regional monitors, together with the supporting materials provided them, were successful in improving both the incidence and the quality of monitoring.

11. The ability of project monitors to recognize sex bias and sex-role stereotyping is not enough to insure a high quality of monitoring. Monitors also need a set of tools as a support mechanism; primarily, an instrument or a questionnaire and information about materials and products that will help projects to improve.

12. Increased monitoring of educational activities for sex bias and sex-role stereotyping by USOE may contribute, as a side effect, to increasing the participation of women in educational decisionmaking, at least at the local level.

RECOMMENDATIONS

1. Education administrators wishing to improve monitoring for sex bias and sex-role stereotyping by their supervisors or coordinators should supply them with both (a) training in recognition of the problem

and (b) the tools with which to work (instruments to identify if and where sex bias and sex-role stereotyping exists and access to products and materials that will support efforts to correct and improve sex fairness conditions).

2. The Bureau of Occupational and Adult Education should continue to press for policy direction from the HEW on the role it is expected to serve in (a) increasing the employment of women in vocational education administration and management, (b) promoting the fairness with which women are treated in guidance and counseling programs which influence their career decisions and, ultimately, their choices in vocational education enrollment, and (c) increasing the participation of women in State and local advisory councils in vocational education.

3. In the continued absence of policy clarification by the HEW Office for Civil Rights on employment, advisory councils, and guidance and counseling programs, the Bureau of Occupational and Adult Education should intensify its monitoring of those aspects of educational programs which it can influence within the existing policy framework.

4. The Bureau of Occupational and Adult Education should use the products of this activity to mount a program of intensified monitoring in all of its discretionary educational pursuits (directly-funded, as opposed to State formula programs) and should disseminate the results of this improvement activity to the Vocational Education Sex Equity Coordinators in each of the 56 States and Territories.

5. The rough, first-cut of a monitoring instrument for sex bias and sex-role stereotyping in demonstration projects in vocational education should be refined based on the reactions and input of the

monitors and those in the field, and should be institutionalized as a permanent part of monitoring procedures for programs of this nature in the future.

6. The issue of the elimination of sex bias and sex-role stereotyping is still a controversial one in the educational community. Efforts to mount a major initiative in this elimination should not be introduced in a group where the members have just received major negative stimuli in other areas of their endeavors.

APPENDIX A

A REVIEW OF THE LITERATURE: ESTABLISHING CRITERIA FOR THE MONITORSHIP OF EDUCATIONAL ACTIVITIES FOR SEX BIAS AND SEX-ROLE STEREOTYPING

by Joyce Cook[1]

Submitted in partial fulfillment of the
requirements of the National Ed. D. Program
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Introductory Practicum
Washington, D. C. II Cluster
Submitted: February 15, 1978

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INTRODUCTION

This literature review has been a part of a larger effort on behalf of the Division of Research and Demonstration, Bureau of Occupational and Adult Education, U. S. Office of Education, to improve its monitorship of projects initially funded under Section 142(c) of Part D of the Vocational Education Amendments of 1968 and to eliminate, to the extent possible, any sex bias and sex-role stereotyping which they might be perpetuating.

The overall effort has included (1) the identification of potential monitorship criteria; (2) the clarification of policy with respect to the program monitorship of the demonstration projects; (3) the preparation of an instrument to be used in monitoring projects funded under the program; and (4) the implementation of the monitorship activity.

The Division of Research and Demonstration expresses its sincere appreciation to the following persons who have graciously provided advice and assistance to the Division in the planning and implementation of the above administrative improvement activity. With the help of this group, Joyce Cook of our own staff has marshalled the resources and followed the activity through to its completion.

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This literature review was designed specifically to identify the range of criteria which might be considered in monitoring federally-supported educational activities for sex bias, sex-role stereotyping and sex discrimination. It is intended that the range of items identified herein would be limited or altered as appropriate to a given educational program or activity.

THE PROVISION OF ROLE MODELS FOR YOUNG PEOPLE IN EDUCATION, ITSELF.

Many writers and authors have cited the staffing ratios of men and women in the education profession, itself, as having a significant impact both on the relative achievement levels of children depending on their sex and on the ability of those children to emulate or model adults in their choices of careers. Also significant are the numbers of people who believe that the staffing ratios (i.e., preponderance of women teachers at the elementary level and the preponderance of men in administrative posts) are reflective of discrimination against women in the employment practices of local school systems, higher education institutions, and in State Departments of Education.

Citing the general importance of the numbers of men and women employed in various roles in public education are Ellis,[1] the North Carolina Department of Public Instruction,[2] and Hahlstrom.[3] One of the more recent and more comprehensive documents which looks at the effects of discrimination in employment within the education profession is the work completed by Roslyn D. Kane under contract to the National Center for Education Statistics of the U. S. Department of Health, Education, and Welfare. Kane[4] concludes that:

> Long-established employment practices of educational institutions have served as barriers to the appointment and, particularly, promotion of women on an equal basis with men at all levels of education.
>
> Women performing the same tasks with the same qualifications as men do not receive commensurate salaries at any level; throughout

> the educational institutions women are provided inequitable fringe benefits.
>
> The pool of available women is sufficient in numbers, training, and experience to fill more positions, and more responsible positions, then they currently hold.
>
> Traditional life and work patterns, and psychological barriers to women's full participation in the educational job market--though they do exist--do not appear by themselves sufficiently inhibiting to explain women's comparative lack of progress in the field of education.

In addition to the above study which is national in scope, one of the more comprehensive State-wide studies on the status of women's employment in education was that conducted by Amanda Smith and published by the North Carolina State Department of Education in 1975. Among other findings, Smith showed that:

> Approximately 12 percent of the local school board members in the United States and 14.5 percent of the board members in North Carolina are women.
>
> Most teachers (66%) in the nation and in North Carolina (82%) are women.
>
> Most school administrators in the nation (88% of the assistant principals and 86% of the principals) and in North Carolina (84% of the assistant principals and 89% of the principals at the elementary level and 95% of the assistant principals and 99.4% of the principals at the secondary level) are men.
>
> Approximately six of every ten women employed by the State Agency are in the clerical field.
>
> Approximately 86 percent of the administrators in the State Agency are men.
>
> Men, for the most part, have higher educational degrees than do women.
>
> Women, in general, have more school experience than do men.
>
> A larger proportion of men than women are certified for positions higher than the ones in which they are presently employed.

The North Carolina study conjectures that the fact that fewer women are employed in administrative positions may be attributable to:

> Many women in the general population are discouraged from higher education and many women in the education profession believe that advanced degrees do not lead to promotions,
>
> Societal discouragement of female achievement and the perpetuation of conflicting sex roles, and
>
> Many women are discriminated against in hiring, including those who have the desire and the qualifications for such jobs as well as those who do not.

In looking at the relative status of men and women as they are observed in the field or career of education as a potential criteria for monitoring projects, our list of potential criteria items have been drawn from the work of the American Association of School Administrators,[6] Douglas,[7] Ellis,[8] the National Education Association of the United States,[9] the North Carolina Department of Education,[10] the Arizona State Department of Education,[11] Hahlstrom,[12] and the Institute for Educational Leadership.[13]

If the suggestions of these sources were combined, then monitorship activities of the U. S. Office of Education might well look at the ratios of men to women employed in the following capacities and at the last item which deals with compensatory activity for inadequate role models.

1. Board of Education
    a. Officers
    b. Members
2. Superintendent's Office
    a. Superintendent
    b. Administrative Staff
    c. Professional Staff
    d. Clerical Staff
    e. Total Staff

3. School Personnel

   a. Elementary School Teachers
   b. Secondary School Teachers
   c. Elementary School Administrators
   d. Secondary School Administrators
   e. Supervisory Personnel
   f. Nonteaching Staff

4. Where role models within the school are inadequate, special efforts are made to provide those models or mentor relationships from some other environment.

Should a study of the relative status of men and women employed in the grantee or contractor agency or institution being monitored reflect that an imbalance exists, then a further study of the employment and promotion practices of the grantee or contractor may well be considered. Among those documents which provide checklists that are fairly comprehensive on the topic of employment and promotion practices are documents by the Massachusetts Department of Education,[14] by Matthews and McCune,[15] and by the Education Law Center.[16] These checklists combine to afford us the following monitorship checkpoints for consideration.

1. All notices and all advertising of employment opportunities are free from sex bias and sex-role stereotyping and they have been made equally available to men and women.

2. All decisions regarding recruitment, selection, transfer, referral, promotion, retention, dismissal or membership of professional and non-professional employees are made without regard to sex.

3. All questions asked during personnel interviews are relevant to job-related information and no questions are asked of members of one sex which are not asked of all applicants.

4. All contracts and collective bargaining agreements are free from provisions which treat employees differently on the basis of sex.

5. All agency-sponsored activities, including social and recreational programs are open to employees of both sexes.

6. All fringe benefits--medical, hospital, accident or life insurance; retirement or profit-sharing policies or plans--are provided without regard to sex.

   --all benefits are equally available to both sexes.
   --fringe benefits available to spouses, families, or dependents are the same for male and female employees.
   --fringe benefit plans offered or administered by the agency provide wither for equal periodic benefits or or equal agency contributions for members of each sex.
   --retirement or pension plans operated by the grantee or contractor establish the same optional and compulsory retirement ages for males and females.

7. All tests, criteria, or techniques for employee selection have been reviewed for adverse impact on the basis of sex.

8. All tests, criteria, or techniques used in employee selection or placement which do have an adverse impact on the basis of sex are valid predictors of job performance.

9. Pre-employment inquiries avoid any reference to the potential or actual marital, parental, or family status of an applicant.

10. Nepotism policies are written and are applied with equal impact upon members of both sexes.

11. A person, with central responsibility for affirmative action, reviews all recruitment activities, applications, referrals, and hiring decisions; records the failure to hire persons in an underrepresented group; and documents the reasons for such failures.

12. The assignment of staff to ranks, levels, or job classification suggests a pattern of equal assignment of comparably qualified males and females.

13. Job descriptions across all departments and units are written uniformaly for the duties performed and jobs are then classified to ensure that employees are paid equally for performing the same duties.

14. Salaries for the same or comparable jobs and responsibilities are the same for men and women.

15. All training, internships, staff development opportunities, tuition grants or other compensation designed to prepare employees for advancement are equally available to males and females unless they are designed to eliminate underrepresentation of members of one sex.

16. Job mobility patterns of the agency or institution have been studied to identify underutilization of employees and barriers to the upgrading of women.

17. Grievance procedures have been established and announced for the handling of complaints based on unequal employment, unequal pay, unequal benefits, and/or unequal developmental and promotional opportunities for men or women.

18. Pregnancy and related conditions are treated as any other temporary disability for purposes of leave, seniority, and other employment benefits.

19. All leaves--medical, sabbatical, emergency, administrative, and educational--are equally available to men and women.

FOOTNOTES

[1] Mary L. Ellis, Editor, *Women at Work*. (Raleigh, North Carolina: North Carolina State University, Center for Occupational Education, 1974), ERIC Document Reproduction Service, ED 109-561.

[2] North Carolina Department of Public Instruction, *Eliminating Sex Discrimination in Schools, A Source Book*. (Raleigh, North Carolina: State Department of Public Instruction, Research and Information Center, May, 1975).

[3] Billie Hahlstrom, "Evaluating Sexism in Your School." (Ann Arbor, Michigan: University of Michigan, 1975), (a mimeographed paper).

[4] Roslyn D. Kane, *Sex Discrimination in Education A Study of Employment Affecting Professional Personnel*, Vol. 1. (Washington, D. C.: U. S. Department of Health, Education, and Welfare, National Center for Educational Statistics, April, 1976).

[5] North Carolina Department of Public Instruction, op. cit., pp 81-93.

[6] American Association of School Administrators, "Sex Equality in Educational Materials," *AASA Executive Handbook Series*, Volume IV. (Arlington, Virginia: American Association of School Administrators, 1975).

[7] Marcia Douglas, *NWREL Technical Assistance Hints for Eliminating Existing Sex Bias and Sex-Role Stereotyping and for Emphasizing Sex-Fair Guidance, Counseling, Placement and Follow-up.* (Portland, Oregon: N. W. Regional Educational Laboratory, 1976).

[8] Mary L. Ellis, op. cit.

[9] National Education Association of the United States, *Combating Discrimination in the Schools: Legal Remedies and Guidelines*. (Washington, D.C.: National Education Association, 1975).

[10] North Carolina Department of Public Instruction, op. cit.

[11] Arizona Department of Education, *Suggestions for Local School District Compliance with Title IX Rules and Regulations*. (Phoenix: Arizona Department of Education, December, 1975).

[12] Billie Hahlstrom, op. cit.

[13] Institute for Educational Leadership, *Handbook on How to End Sexism in Your Schools*. (Washington, D. C.: George Washington University, Third Printing, May, 1976).

[14] Massachusetts Department of Education, *Title IX and Chapter 622: Compliance Guidelines for Public Schools.* (Boston: The Commonwealth of Massachusetts Department of Education, Undated), pp. 16,17.

[15] Martha Matthews and Shirley McCune, *Complying with Title IX Implementing Institutional Self-Evaluation*. (Washington, D. C.: U. S. Department of Health, Education, and Welfare, 1975-76), pp. 125-138.

[16] Education Law Center, Inc., *Eliminating Sexism in Public Schools A Workbook for Action*. (Newark, New Jersey: 605 Broad Street, Suite 800, February, 1976), pp. 26-29.

RECOMMENDED FOR ACQUISITION

1. Ellis, Mary L., Ed. Women at Work. Raleigh, North Carolina: North Carolina State University, Center for Occupational Education, 1974, ERIC Document Reproduction Service, ED 109-561.

2. North Carolina Department of Public Instruction. Eliminating Sex Discrimination in Schools, A Source Book. Raleigh, North Carolina: State Department of Public Instruction, Research and Information Center, May, 1975.

3. Temple University. Women in Administrative Positions in Public Education. Philadelphia: Recruitment Leadership and Training Institute of Temple University, July, 1974.

4. U. S. Department of Health, Education, and Welfare. Title IX Manual. Washington, D. C.: Office for Civil Rights, Elementary and Secondary Education Division, September, 1975.

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9. U. S. Department of Health, Education, and Welfare. Title IX Grievance Procedures: An Introductory Manual. Washington, D. C.: U. S. Office of Education, Women's Program Staff, Undated.

SCHOOL AND CLASS ASSIGNMENTS

In our review of the literature, we have looked at (a) the assignment of students to schools and to classes; (b) the nature of opportunities provided to students within their schools and classes; and (c) the assignment of teachers and other professional personnel to classes as these assignments may serve to encourage or discourage student participation.

By far the greater proportion of the literature we have reviewed relates to (a), above, the assignment of students to schools and to classes and, more specifically, the assignment of students to classes. Apparently the existence of single-sex public schools has been limited to a few States. And where they exist, they are now being tracked under the law for the continued receipt of federal funds. Until such time as these schools are deemed in full compliance with Title IX, however, they probably should be monitored for their progress in recruiting and enrolling members of the sex which was previously barred from enrolling.

Documents from which we have garnered potential monitorship checkpoints with respect to the assignment of students to schools and to classes without regard to sex are documents by: Douglas,[17] Ellis,[18] Gerry,[19] the Massachusetts Department of Education,[20] the National Education Association of the United States,[21] the Arizona Department of Education,[22] Astin,[23] the Delaware State Department of Education,[24] the Education Law Center, Inc.,[25] Hahlstrom,[26] the Institute for Educational Leadership,[27] Matthews and McCune,[28] the Minnesota Department of Education,[29] and the Pennsylvania Department of Education.[30]

Among our potential monitorship checkpoints are:

1. The school admits students without regard to whether they are males or females.
2. Recruitment procedures and materials are free from sex bias and sex-role stereotyping.
3. Facilities (laboratories, classrooms, showers and other restroom facilities) are equally and comparably available to both sexes.
4. Admissions rules with respect to actual or potential marital status are nondiscriminatory on the basis of sex.
5. Students' pregnancy, childbirth, false pregnancy, and recovery therefrom is treated in the same manner as any other temporary disability of a student or potential student.
6. The student population (particularly in the case of an area or other special vocational school) with respect to sexes approximates that of the sending schools to the area or special vocational school.
7. Special recruitment activities have been undertaken to correct disproportionate enrollments.
8. Flexible schedules (times) for course offerings are provided to assure access for the adult male or female.
9. Outreach programs are provided to recruit an underrepresented sex into such programs as scientific and technical programs and/or home and family living programs and remedial assistance is provided them in math and science or cooking and sewing, as needed, to facilitate their success.
10. Course and program prerequisites are based on necessary conditions and are not designed/created to exclude one sex or the other.

With respect to the nature and range of opportunities available to students within their schools and classes, we have taken items or ideas from the work of Douglas,[31] Ellis,[32] Gerry,[33] the National Education Association of the United States,[34] the North Carolina Department of Public Instruction,[35] the Arizona Department of Education,[36] the Delaware State Department of Education,[37] the Education Law Center, Inc.,[38] Hahlstrom,[39] and the Pennsylvania Department of Education.[40]

From these sources, we have identified the following potential monitoring checkpoints.

1. Elementary school classrooms are integrated on the basis of sex.

    --Reading
    --Interest Groups
    --Math
    --Physical Education

2. Required and elective junior high school and senior high school courses are integrated on the basis of sex.

    --home economics
    --family living
    --child care programs
    --industrial arts
    --business courses
    --trade and industrial courses
    --health occupations
    --distributive education
    --agriculture education
    --physical education
    --other academic and vocational programs

3. Playground and lunchroom groups are integrated on the basis of sex.

4. Classroom and laboratory work is structured in such a fashion as to integrate and to treat the sexes identically in the assignment of learning activities.

5. Approximately equal financial resources are made available to support men and women students in their pursuit of educational goals (work study, scholarships, tuition grants, etc.) in each program/occupational area.

6. The same opportunities are open to both sexes for the credentialization of learning experiences which are either internal or external to the school.

7. Attention is given to the issues of sex bias, sex-role stereotyping, and sex discrimination in employer/community resource recruitment and training programs.

8. Boys and girls enrolled in or employed through cooperative vocational education earn approximately the same salaries.

9. Boys and girls completing vocational education programs enjoy approximately equal beginning salaries.

10. Classrooms and laboratories are decorated (pictures, posters, bulletin boards, etc.) with attention to and portrayal of both sexes in a variety of nonstereotyped roles and activities.

Recent research studies have suggested that male vocational education instructors are most often cited by women students pursuing post-secondary non-traditional occupational courses as having been most influential in their career choices and in their ability to achieve success in their coursework.[41] While the same study did not extend its coverage to male students pursuing non-traditional occupational courses, we may conjecture that the same will hold true for men.

From our overall literature search, however, Ellis,[42] the National Education Association of the United States,[43] the North Carolina Department of Public Instruction,[44] the Arizona Department of Education,[45] and Hahlstrom[46] have suggested checklist items related to the recruitment and/or assignment of professional personnel within the school program.

Monitorship activities might, then, extend to the recruitment and assignment of both male and female professional personnel to such areas as:

--elementary school classrooms
--home economics laboratories
--child care programs
--industrial arts classes
--business courses
--trade and industrial courses
--distributive education programs
--agriculture education programs
--physical education programs
--other vocational and academic programs.

FOOTNOTES

[17] Marcia Douglas, *NWREL Technical Assistance Hints for Eliminating Existing Sex Bias and Sex-Role Stereotyping and for Emphasizing Sex-Fair Guidance, Counseling, Placement and Follow-up*. (Portland, Oregon: N.W. Regional Educational Laboratory, 1976), pp. 4, 5.

[18] Mary L. Ellis, Editor, *Women at Work*. (Raleigh, North Carolina: North Carolina State University, Center for Occupational Education, 1974), ERIC Document Reproduction Service, ED 109-561, pp. 23, 7-11.

[19] Martin H. Gerry, "A Paper regarding the Department of HEW Decision RE: Boys State and Girls State and Title IX of the Education Amendments of 1972." (Washington, D.C.: Department of Health, Education, and Welfare, 1972).

[20] Massachusetts Department of Education, *Title IX and Chapter 622: Compliance Guidelines for Public Schools*. (Boston: The Commonwealth of Massachusetts Department of Education, Undated), pp. 5-7.

[21] National Education Association of the United States, *Combating Discrimination in the Schools: Legal Remedies and Guidelines*. (Washington, D.C.: National Education Association, 1975), p. 22.

[22] Arizona Department of Education, *Suggestions for Local School District Compliance with Title IX Rules and Regulations*. (Phoenix: Arizona Department of Education, December, 1975), pp. 9-15.

[23] Helen S. Astin, Michele Harway and Patricia McNamara, *Sex Discrimination in Education: Access to Postsecondary Education*. Vol. 1. (Washington, D. C.: U. S. Department of Health, Education, and Welfare, National Center for Educational Statistics, February, 1976), pp. 34, 35.

[24] Delaware State Department of Education, *A Suggested Policy Guide for School Districts Prohibiting Sex Discrimination in Education*. (Dover: The Delaware State Department of Education, November, 1975), pp. 2-18.

[25] Education Law Center, Inc., *Eliminating Sexism in Public Schools A Workbook for Action*. (Newark, New Jersey: 605 Broad Street, Suite 800, February, 1976), pp. 23-40.

[26] Billie Hahlstrom, "Evaluating Sexism in Your School." (Ann Arbor, Michigan: University of Michigan, 1975), (a mimeographed paper), pp. 1-11.

[27] Institute for Educational Leadership, Handbook on How to End Sexism in Your Schools. (Washington, D. C.: George Washington University, Third Printing, May, 1976), pp. 4,5.

[28] Martha Matthews and Shirley McCune, Complying with Title IX Implementing Institutional Self-Evaluation. (Washington, D. C.: U.S. Department of Health, Education, and Welfare, 1975-76), pp. 15-23.

[29] Minnesota State Department of Education. A Model to Eliminate Racism and Sexism in Education through the Selection, Revision and Development of the Instructional System. (St. Paul: Division of Planning and Development, Equal Educational Opportunities Section, June, 1975), p.44.

[30] Pennsylvania Department of Education, Self-Study Guide to Sexism in Schools. (Harrisburg: Pennsylvania Department of Education, 1975), pp. 7-35.

[31] Marcia Douglas, op. cit., pp. 4, 5.

[32] Mary L. Ellis, op. cit., pp. 8-11.

[33] Martin H. Gerry, op. cit., p. 4.

[34] National Education Association of the United States, op. cit., p. 22.

[35] North Carolina Department of Public Instruction, Eliminating Sex Discrimination in Schools, A Source Book. (Raleigh, North Carolina: State Department of Public Instruction, Research and Information Center, May, 1975), p. 45.

[36] Arizona Department of Education, op. cit., pp. 10-15.

[37] Delaware State Department of Education, op. cit., pp. 4, 18.

[38] Education Law Center, Inc., op. cit., pp. 23-41.

[39] Billie Hahlstrom, op. cit., pp. 1- 11.

[40] Pennsylvania Department ofEducation, op. cit., pp. 8, 31-35.

[41] Rosyln D. Kane, Pamela Frazee, and Elizabeth Dee, A Study of the Factors Influencing the Participation of Women in Non-traditional Occupations in Postsecondary Area Vocational Schools. Vol 1. (Washington, D.D.: U. S. Department of Health, Education, and Welfare, November, 1976).

[42] Mary L. Ellis, Editor, op. cit., p. 7.

[43] National Education Association of the United States, op. cit., p. 23.

[44] North Carolina Department of Public Instruction, op. cit., p. 55.

[45] Arizona Department of Education, op. cit., p. 18.

[46] Billie Hahlstrom, op. cit., p. 11.

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2. Astin, Helen S., Harway, Michele, and McNamara, Patricia. *Sex Discrimination in Education: Access to Postsecondary Education*. (a 3-Volume study.) Washington, D. C.: U. S. Department of Health, Education, and Welfare, National Center for Educational Statistics, February, 1976.

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4. Chitayat, Deanna and Carr, Sarah. *The New Occupational Student: The Mature Adult Woman*. New York: City University of New York, Institute for Research and Development in Occupational Education, 1975.

5. Kane, Roslyn D.; Frazee, Pamela; and Dee, Elizabeth. *A Study of the Factors Influencing the Participation of Women in Non-traditional Occupations in Postsecondary Area Vocational Schools*. 2 Volumes. Washington, D.C.: U. S. Department of Health, Education, and Welfare, November, 1976.

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7. Lerer, Lawrence and Siegel, Jane. *Final Report: Executive Summary Women in New Careers* (WINC). Washington, D. C.: U. S. Department of Health, Education, and Welfare, Bureau of Occupational and Adult Education, March, 1976.

8. McCune, Shirley D., Project Director. *Education for Survival. Final Report, Sex Role Stereotypes Project*. Washington, D. C.: National Education Association, 1973.

9. U. S. Department of Health, Education, and Welfare. "Sex Discrimination in Health-Related Training Programs." *Federal Register*, Vol. 40, No. 130, July 7, 1975.

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12. U. S. Department of Health, Education, and Welfare. "Women's Educational Equity Act Program." Federal Register, Vol. 41, No. 30, February 12, 1976.

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THE BEHAVIOR OF TEACHERS AND OTHER SCHOOL STAFF MEMBERS TOWARD STUDENTS

The literature on sex bias and sex-role stereotyping thinned out considerably as we approached the more subtle forms of socialization which probably first occur in the home and are finally expanded on and reinforced by the schools. Recognizing that they will be elusive in the monitorship of federally-funded educational activities; they are cited here, nevertheless, in the hope that educational professionals will begin to recognize and correct their differential treatment of the sexes.

Among those documents which we reviewed and from which we extracted potential checkpoints in this area were those by the American Association of School Administrators,[47] the California State Board of Education,[48] Douglas,[49] the Educational Product Information Exchange,[50] Ellis,[51] the National Education Association of the United States,[52] Random House, Inc.,[53] the Arizona State Department of Education,[54] Astin,[55] the Delaware State Department of Education,[56] the Education Law Center, Inc.,[57] Hahlstrom,[58] the Institute for Educational Leadership,[59] and the Minnesota State Department of Education.[60] None of the above documents may be considered to be exhaustive on the topic; and, obviously, a good deal of work is yet to be accomplished in the area.

The following items are worthy of consideration.

1. Rewards and punishments are provided as they are deemed appropriate to the behavior displayed by the student, not as they are deemed appropriate to the sex of the student.
2. Teachers and others do not use sexist terms when referring to students nor in describing their behavior.

3. Rules and regulations on appropriate dress and grooming apply equally to the sexes and they are equally enforced.

4. Men and women students are equally encouraged to engage in:

   --analytic thinking
   --independent/dependent activities
   --the display of fearfulness/fearlessness
   --the display of submissiveness/aggressiveness
   --the display of characteristics and patterns of behavior which are deemed essential to the care and nurturance of a family.

5. School staffs and teachers do not permit the differentiation of skills to be perpetuated by sex when the total command of all skills will be essential to mastery/employment; i. e., classroom activities and assignments are described/prescribed without regard for the sex of the student.

6. Academic/occupational course expectations are the same without regard for the sex of the student.

7. Activities are avoided which tend to exclude the participation or comfort of students from single-parent families; i. e., a "parent" is equally treasured, whether of one sex or the other.

8. Students are equally encouraged to pursue their areas of strength or to correct their areas of weakness without regard for their sex.

9. Through classroom and laboratory activities, students are helped to recognize and minimize the misimpressions which currently exist in their textbooks and instructional materials.

10. As great emphasis is placed on girls' achievements as on their looking "fashionable and effiminate" and as great emphasis is placed on boys' achievements as on their looking "athletic and masculine."

11. The school has provided staff training on bias, stereotyping, and/or discrimination in their treatment of students and on its implications for their students.

FOOTNOTES

[47] American Association of School Administrators, "Sex Equality in Educational Materials," *AASA Executive Handbook Series*, Volume IV. (Arlington, Virginia: American Association of School Administrators, 1975), pp. 10, 13.

[48] California State Board of Education, *Guidelines for Evaluation of Instructional Materials for Compliance with Content Requirements of the Education Code*. (Sacramento, California: California Department of Education, Curriculum Frameworks and Instructional Materials Selection Unit, 1974), p. 5.

[49] Marcia Douglas, *NWREL Technical Assistance Hints for Eliminating Existent Sex Bias and Sex-Role Stereotyping and for Emphasizing Sex-Fair Guidance, Counseling, Placement and Follow-up*. (Portland, Oregon: N. W. Regional Educational Laboratory, 1976), pp. 3, 5.

[50] Educational Products Information Exchange. "Sexism in Materials: How to Detect It and How to Counteract Its Effects in the Classroom". *EPIE Career Education S*E*T, Volume 1: How to Select and Evaluate Instructional Materials*. (New York: EPIE Institute, 1975), pp. 69-72.

[51] Mary L. Ellis, Editor, *Women at Work*. (Raleigh, North Carolina: North Carolina State University, Center for Occupational Education, 1974), ERIC Document Reproduction Service, ED 109 561, p. 9.

[52] National Education Association of the United States, *Combating Discrimination in the Schools: Legal Remedies and Guidelines*. (Washington, D. C.: National Education Association, 1975), pp. 27, 28.

[53] Random House, Inc., *Guidelines for Multiethnic/Nonsexist Survey*. (New York: Education Division Guidelines Committee, 1975), pp. 3, 13.

[54] Arizona Department of Education, *Suggestions for Local School District Compliance with Title IX Rules and Regulations.* (Phoenix: Arizona Department of Education, December, 1975), pp. 10, 15.

[55] Helen S. Astin, Michele Harway and Patricia McNamara, *Sex Discrimination in Education: Access to Postsecondary Education*. Vol. 1. (Washington, D. C.: U. S. Department of Health, Education, and Welfare, National Center for Educational Statistics, February, 1976), pp. 31, 33.

[56] Delaware State Department of Education, A Suggested Policy Guide for School Districts Prohibiting Sex Discrimination in Education. (Dover: The Delaware State Department of Education, November, 1975), pp. 6, 18.

[57] Education Law Center, Inc., Eliminating Sexism in Public Schools A Workbook for Action. (Newark, New Jersey: 605 Broad Street, Suite 800, February, 1976), pp. 23, 38.

[58] Billie Hahlstrom, "Evaluating Sexism in Your School." (Ann Arbor, Michigan: University of Michigan, 1975), (a mimeographed paper), pp. 9, 10.

[59] Institute for Educational Leadership, Handbook on How to End Sexism in Your Schools. (Washington, D. C.: George Washington University, Third Printing, May, 1976), p. 5.

[60] Minnesota State Department of Education. A Model to Eliminate Racism and Sexism in Education through the Selection, Revision and Development of the Instructional System. (St. Paul: Division of Planning and Development, Equal Educational Opportunities Section, June, 1975), p. 44.

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COUNSELING AND GUIDANCE PROGRAMS

Literature items on counseling and guidance programs and other activities as these are deemed to perpetuate sex bias and sex-role stereotyping in career choice and career pursuit are extensive. This is true despite the fact that a recent study has indicated that this aspect of education has been of little influence on the choices of women who are pursuing nontraditional careers in post-secondary institutions.[61] Recognizing, however, that the guidance and counseling community has been devoting more and more attention to facilitating the career choices of young people and that substantial federal funds are and will be devoted to this end, potential checkpoints and monitorship criteria have been extracted from the literature.

In our efforts to establish a range of potential monitorship considerations, the following resources have been used: Birk,[62] Douglas,[63] Educational Products Information Exchange,[64] Ellis,[65] the Massachusetts Department of Education,[66] the National Education Association of the United States,[67] the North Carolina Department of Public Instruction,[68] the Arizona Department of Education,[69] Astin,[70] the Delaware State Department of Education,[71] the Education Law Center, Inc.[72] the Institute for Educational Leadership,[73] Matthews and McCune,[74] the Minnesota State Department of Education,[75] and the Pennsylvania Department of Education.[76] From these resources, we have accumulated the following monitorship considerations.

1. Counselors are equally available to male and female students on request.

2. Male and female students or potential students are referred to counselors in approximately equal numbers.

3. Counselors recommend programs and courses without regard to the sex of the inquiring student.

4. Career information materials have been excluded from counseling and guidance programs when they contain sex bias and sex-role stereotyping.

5. Career counseling programs provide role models of men and women in a variety of jobs and occupations (including those which are nontraditional to their sex.)

6. Men and women are equally represented on the counseling staff.

7. Interest inventories and other appraisal instruments which contain sex bias have been eliminated from use or steps have been taken to reduce the ill effects of their bias on occupational aspiration and occupational choice.

8. As great an emphasis is placed on the career choices and career decisions of women as on the same decisions of men.

9. Women and men students are provided information about their rights to equal educational and employment opportunities under the law and are provided simulated activities for dealing with sexism and discrimination.

10. Programs are planned and conducted for parents which assist them in working with their sons and daughters on career decisions, especially with respect to sex bias and sex-role stereotyping they may encounter.

12. Guidance and counseling and placement and follow-up records are maintained and are reviewed periodically for the differential impacts of the instructional, counseling and guidance, and placement programs on male and female school leavers or completers.

13. Students are informed of changing employment practices which previously operated to restrict career choice.

14. Students are encouraged to value and to develop intellectual abilities without regard to sex.

15. All students are helped to explore the advantages and disadvantages of course preferences and career choices, including such aspects as:

    --The income levels associated with various skills and knowledges in the society.

--individual freedom of choice as associated with income and the various skills and knowledges in the society.
--personal satisfaction that can occur from working in areas of greatest individual interest and potential.

16. Within programs of career counseling and guidance, students are helped to:

--discuss what are "desirable human characteristics" without regard to sex.
--differentiate between their own concepts of "the ideal man" and "the ideal woman" and those presented in the media.
--identify and analyze sexism in career information materials and in the media.
--differentiate between the social status of men and women as it relates to the current requirements of the labor market.
--investigate and analyze subtle forms of sex bias and sex-role stereotyping in their own daily lives.
--understand the impact of sex bias and stereotyping on each other--male and female--and on their relationships to each other.
--recognize their own sex biases and the limitations they may be imposing on themselves.

17. Special programs of counseling, guidance, placement, and peer support are provided young people who select nontraditional career and educational pursuits.

18. Equal emphasis is placed on sources of financial support for further education. Where unequal resources exist in the society for one of the sexes, that sex is provided more extensive support in identifying and securing support.

19. Guidance, counseling, and placement personnel have been provided the inservice training necessary to the delivery of sex-fair services to students.

FOOTNOTES

[61] Roslyn D. Kane, Sex Discrimination in Education A Study of Employment Affecting Professional Personnel, Vol. 1. (Washington, D. C.: U. S. Department of Health, Education, and Welfare, National Center for Educational Statistics, April, 1976).

[62] Esther E. Diamond, Editor, Issues of Sex Bias and Sex Fairness in Career Interest Measurement. (Washington, D. C.: Department of Health, Education, and Welfare, National Institute of Education, 1975),xxiii.

[63] Marcia Douglas, NWREL Technical Assistance Hints for Eliminating Existent Sex Bias and Sex-Role Stereotyping and for Emphasizing Sex-Fair Guidance, Counseling, Placement and Follow-up. (Portland, Oregon: N. W. Regional Educational Laboratory, 1976),pp. 3, 5.

[64] Educational Products Information Exchange, "Sexism in Materials: How to Detect It and How to Counteract Its Effects in the Classroom," EPIE Career Education S*E*T, Volume 1: How to Select and Evaluate Instructional Materials. (New York: EPIE Institute, 1975),pp. 20-58.

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[68] North Carolina Department of Public Instruction, Eliminating Sex Discrimination in Schools, A Source Book. (Raleigh, North Carolina: State Department of Public Instruction, Research and Information Center, May, 1975),p. 13.

[69] Arizona Department of Education, Suggestions for Local School District Compliance with Title IX Rules and Regulations. (Phoenix: Arizona Department of Education, December, 1975),p. 12.

[70] Helen S. Astin, Michele Harway and Patricia McNamara, Sex Discrimination in Education: Access to Postsecondary Education. Vol. 1. (Washington, D. C.: U. S. Department of Health, Education, and Welfare, National Center for Educational Statistics, February, 1976),pp. 31-33.

[71] Delaware State Department of Education, A Suggested Policy Guide for School Districts Prohibiting Sex Discrimination in Education. (Dover: The Delaware State Department of Education, November, 1975), p. 3.

[72] Education Law Center, Inc., Eliminating Sexism in Public Schools A Workbook for Action. (Newark, New Jersey: 605 Broad Street, Suite 800, February, 1976), pp. 40, 41.

[73] Institute for Educational Leadership, Handbook on How to End Sexism in Your Schools. (Washington, D. C.: George Washington University, Third Printing, May, 1976), p. 4.

[74] Martha Matthews and Shirley McCune, Complying with Title IX Implementing Institutional Self-Evaluation. (Washington, D. C.: U.S. Department of Health, Education, and Welfare, 1975-76), pp. 15, 16.

[75] Minnesota State Department of Education. A Model to Eliminate Racism and Sexism in Education through the Selection, Revision and Development of the Instructional System. (St. Paul: Division of Planning and Development, Equal Educational Opportunities Section, June, 1975), pp. 47, 48.

[76] Pennsylvania Department of Education, Self-Study Guide to Sexism in Schools. (Harrisburg: Pennsylvania Department of Education, 1975), p. 31.

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3. Diamond, Esther E., Editor. Issues of Sex Bias and Sex Fairness in Career Interest Measurement. Washington, D. C.: Department of Health Education, and Welfare, National Institute of Education, 1975.

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COMPETITIVE SPORTS AND OTHER COMPETITIVE AND NON-COMPETITIVE EXTRA-CURRICULAR ACTIVITIES

As in the school and class assignment section of this literature review, we have organized this section on competitive sports and other extra-curricular activities into several subsections. Particularly appropriate to this section appeared to be subsections on (a) the status of opportunities available for men and women to participate in competitive sports and other activities; (b) the methods or strategies used for scheduling men and women into these activities; (c) the nature of opportunities or the level of human and financial support devoted to activities; and (d) the assignment of sponsors and other professional personnel as these may serve to encourage or discourage the participation of men and women students.

While the competitive sports issue is, by far, the most controversial issue associated with civil rights for women in education and with the implementation of Title IX of the Education Amendments of 1972, it is clearly not the only issue nor should it be viewed, necessarily, as the most important issue. Equally central to the issue--perhaps even that issue most feared within the competitive sports arena--is whether this society can permit men and women to compete with each other and, out of winning that competition earn a comparable award or prize. The same issue is bound up in elections for student government, in games of chess, and in such areas as art and drama.

In other words it may be that the society, in order to perpetuate the image of the eternally-superior male, not only relegated the woman to a given set or range of activities but also devalued those activities in which they permitted her to excel. And so, efforts to correct education's treatment of men and women may require a two-pronged approach (1) to encourage women and men to compete with each other when they can; to win; and, in that winning, to earn a comparable prize and (2) to elevate the rewards attached to the activities usually associated with female pursuits and permit men who win therein to earn a comparable prize.

In arriving at a set of possible monitorship checkpoints on the status of opportunities for men and women to participate in competitive sports and other activities, we have used items from Education Products Information Exchange,[77] Ellis,[78] the Massachusetts Department of Education,[79] the National Education Association of the United States,[80] the North Carolina Department of Public Instruction,[81] the Arizona Department of Education,[82] the Delaware State Department of Education,[83] the Education Law Center, Inc.,[84] Hahlstrom,[85] the Institute for Educational Leadership,[86] Matthews and McCune,[87] the Minnesota State Department of Education,[88] and the Pennsylvania State Department of Education.[89]

The following items may be appropriate for the consideration of monitors of federal-supported educational activities:

1. The interests of students were taken into account in developing the athletic/extra-curricular program.
2. Competitive sports and other competitive activities are equally available for men and women.

3. Competitive sports and other competitive activities are desgined for the participation of men and women together when they have the ability.

4. Student participation is approximately equal for men and women in:

    --competitive sports
    --arts and crafts
    --dance groups
    --student government
    --music
    --dramatics
    --choral groups
    --other competitive and noncompetitive activities.

5. Student participation is approximately equal for men and women students in such categories as:

    --yearbook staff
    --hall guards and monitors
    --patrol duty
    --audio-visual technicians
    --library helpers
    --office helpers
    --other categories of volunteer services

Several documents in the literature have discussed the methods or strategies used to recruit and to schedule men and women into competitive sports and other extra-curricular activities. Among these are the Massachusetts Department of Education,[90] the Arizona Department of Education,[91] the Delaware State Department of Education,[92] the Institute of Educational Leadership,[93] Matthews and McCune,[94] and the Pennsylvania Department of Education.[95] Despite conjecture that many of the monitorship checkpoints listed in our previous checkpoints on School and Classroom assignments would be equally appropriate here, only one major checkpoint on recruitment and scheduling could be evolved from the above literature; namely, that:

> Selection criteria for participation in competitive sports and other extra-curricular activities should be based on the range or quality of strength and/or achievement rather than on the specific physical attributes that distinguish the sexes.

With respect to our subsection (c) on the nature of opportunities and the level of human and financial resources (support) devoted to those activities, we have used suggestions contained in documents by the Education Products Information Exchange,[96] the Massachusetts Department of Education,[97] the National Education Association of the United States,[98] the North Carolina Department of Public Instruction,[99] the Arizona Department of Education,[100] the Delaware Department of Education,[101] the Education Law Center, Inc.,[102] Hahlstrom,[103] the Institute of Educational Leadership,[104] the Minnesota State Department of Education,[105] and the Pennsylvania State Department of Education.[106]

Items which have been extracted or developed out of these documents include:

1. Total budgetary expenditures for competitive sports and other competitive activities are allocated equally in relation to the needs of men and women participants.

   --for the actual support of programs (equipment, travel, etc.)
   --for the salaries of men and women coaches, tutors, sponsors, etc.
   --for the salaries or fees of sports officials and other judges
   --for other support services (medical, insurance, scouting, audio-visual equipment, clerical services, etc.

2. Girls and boys have equal access to facilities and equipment for competitive sports such as gyms, swimming pools, tennis courts (equal access includes equally convenient time to the students).

3. The awards/rewards for participation in competitive sports and other competitive activities are approximately equal for male and female students.

--Approximately equal attention, time, and other resources are devoted to men's and women's competitive sports and other competitive activities, such as:

pep clubs
pep rallies
banquet and award nights

Interestingly, despite the attention to this area in the instructional program, few of the documents we reviewed placed great emphasis on the recruitment and assignment of sponsors and other professional personnel as these may serve to encourage or discourage the participation of men and women students in competitive sports and other competitive and noncompetitive extra-curricular activities. In fact, only two items were extracted or developed from the literature:

1. Teachers (male and female) are provided equal encouragement and equal incentive to provide leadership for all teams, clubs, honor societies, and other extra-curricular activities sponsored by the school.[107]

2. Coaches and other sponsors are assigned to extra-curricular activities without regard to sex and as many women are assigned to traditionally "male" activities as men are assigned to traditionally "female" activities.[108]

FOOTNOTES

[77] Educational Products Information Exchange. "Sexism in Materials: How to Detect It and How to Counteract Its Effects in the Classroom." EPIE Career Education S*E*T, Volume 1: How to Slect and Evaluate Instructional Materials. (New York: EPIE Institute, 1975), p. 72.

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[87] Martha Matthews and Shirley McCune, Complying with Title IX Implementing Institutional Self-Evaluation. (Washington, D. C.: U. S. Department of Health, Education, and Welfare, 1975-76), p. 23.

[88] Minnesota State Department of Education. *A Model to Eliminate Racism and Sexism in Education through the Selection, Revision and Development of the Instructional System*. (St. Paul: Division of Planning and Development, Equal Educational Opportunities Section, June, 1975), pp. 47, 48.

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[90] Massachusetts Department of Education, op. cit., pp. 9, 13.

[91] Arizona Department of Education, op. cit., pp. 11, 16.

[92] Delaware State Department of Education, op. cit., pp. 7, 12.

[93] Institute for Educational Leadership, op. cit., p. 5.

[94] Martha Matthews and Shirley McCune, op. cit., p. 23.

[95] Pennsylvania Department of Education, op. cit., p. 35.

[96] Educational Products Information Exchange, op. cit., p. 72.

[97] Massachusetts Department of Education, op. cit., pp. 13, 17.

[98] National Education Association of the United States, op. cit., p. 26.

[99] North Carolina Department of Public Instruction, op. cit., p. 44.

[100] Arizona Department of Education, op. cit., pp. 14-19.

[101] Delaware State Department of Education, op. cit., pp. 5-12.

[102] Education Law Center, Inc., op. cit., p. 23.

[103] Billie Hahlstrom, op. cit., pp. 2, 7.

[104] Institute for Educacational Leadership, op. cit., p. 4.

[105] Minnesota State Department of Education, op. cit., p. 47.

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CURRICULUM AND INSTRUCTIONAL MATERIALS

Two of our previous sections--that section related to the nature and range of opportunities avilable to students within their schools and classes and that section related to the behavior of teachers and other school personnel toward sudents--could well be included in this section on curriculum. Those sections are directly related to the stated curriculum and the hidden curriculum, respectively. Any monitorship activities which attempted to look at the status or the impact of a particular instructional program would likely have to include all these sections. Because these sections were broken out and treated earlier, this section will deal primarily with the content of curriculum and with the instructional materials that are selected and/or developed in the delivery of that content.

The following items having to do with curriculum content and with instructional materials were extracted or formulated based on documents by the American Association of School Administrators,[109] the California State Board of Education,[110] Douglas,[111] the Educational Products Information Exchange,[112] Ellis,[113] the Massachusetts Department of Education,[114] the National Education Association of the United States,[115] the North Carolina Department of Public Instruction,[116] Random House, Inc.,[117] Silver Burdett Company,[118] the Delaware State Department of Education,[119] the Education Law Center, Inc.,[120] Hahlstrom,[121] the Institute for Educational Leadership,[122] the Minnesota State Department of Education,[123] and the Pennsylvania Department of Education.[124]

1. Teachers have been provided the training and information necessary to eliminate sex bias and sex-role stereotyping from their curriculum (instruction and materials).
2. Students are encouraged to make critical analyses of the educational activities and materials they are furnished for sex bias and sex-role stereotyping.
3. Social science, history, physical science, and mathematics courses include the contributions and roles of women in the society on an equal basis with the contributions and roles of men.
4. Literature courses place an equal emphasis on the contributions of female authors.
5. Health, physical education, and sex education courses treat the two sexes with equal respect and promote the concept of equal responsibility for birth control, venereal disease, abortion, adoption, etc. in the society.
6. All educational processes and materials have been reviewed and "sexist" humor has been eliminated.
7. Neither sex is ridiculed, insulted, or harrassed in educational processes and materials.
8. Curriculum areas devoted to social problems give adequate coverage to inequities for males and females in marriage laws, in taxes and social services, and in education and the job market.

The treatment of the sexes in instructional materials is, by far, the most advanced of all areas of concern with sex bias in education. It was about the first aspect which yielded to survey research and that early research has been a prime contributor to recent legislation. It is **still** the area in which we are best able to quantify the existence and level of sex bias and sex-role stereotyping. Although most publishers have now issued guidelines for the fair treatment of the sexes in their textbooks and instructional materials, it will be several years, yet, before revised texts and revised materials replace those currently being used in schools and classrooms across the country. Until then, it will be necessary that recipients of federal funds for educational pruposes use other strategies to correct the misimpressions being reinforced about the roles of men and women in the society. Lists of supplementary materials now exist from which grantees may draw and materials which are currently in development can be adjusted to give young men and young women a more accurate perception of themselves in relation to the society in which they now find themselves.

For the present our literature review suggests the following monitorship checkpoints where the development, purchase, and/or implementation of curriculum and instructional materials is a direct function or purpose of federal funding.

1. All curriculum and instructional materials (including audio-visuals) have been reviewed and the nature and extent of sex bias and sex-role stereotyping has been analyzed.

2. Procedures have been established for the review of all curriculum and instructional materials (a) being purchased or (b) being developed for sex bias and sex-role stereotyping.

3. Where sex bias or sex-role stereotyping **is** identified in materials currently in use or in those being purchased, supplementary materials and procedures are being used to correct the misimpressions being given or being reinforced for the learner.

4. Graphics, pictures, and audio-visuals used in the classrooms portray groups of people (and individuals) in non-stereotyped roles.

   --An equal number of portrayals of men and women engaged in the work of the home and in related work (men and women engaged in cooking, cleaning, child care, home and lawn maintenance and repair, nursing, and teaching in the primary schools.)

--An equal number of men and women (including mothers and fathers) are engaged in skilled, technical, and professional occupations and in positions or situations of authority.

--An equal number of men and women (including mothers and fathers) are portrayed in both "active" and "passive" roles and in "dependent" and "independent" roles (art, music, crafts, drama, in strenuous physical situations, traveling, operating machines, and constructing things.)

--An equal number of men and women are portrayed as being older, wiser, stronger, more compassionate, more perceptive, rougher and ruder, more sensitive and more emotional than their peers of the opposite sex.

--An equal number of men and women are portrayed as cooperating with each other and with their peers of the opposite sex.

5. The content of curriculum and instructional materials used in the classrooms:

--contains language that has been adjusted to eliminate a one-gender reference to the exclusion or the minimizing of the other and other stereotypical language has been eliminated or neutralized.

--sets forth an equal number of males and females as the leading character.

--reflects genuine friendships and activities of cooperation between the sexes.

--treats praiseworthy traits--strength, compassion, initiative, warmth, perceptiveness, courage, and resourcefulness--as human traits rather than as "masculine" or "feminine" traits.

--includes materials on single-parent families, families with working mothers, extended families, single people, childless couples, and old people in realistic and positive ways.

FOOTNOTES

[109] American Association of School Administrators, "Sex Equality in Educational Materials," AASA Executive Handbook Series, Volume IV. (Arlington, Virginia: American Association of School Administrators, 1975),pp. 6, 13.

[110] California State Board of Education, Guidelines for Evaluation of Instructional Materials for Compliance with Content Requirements of the Education Code. (Sacramento, California: California Department of Education, Curriculum Frameworks and Instructional Materials Selection Unit, 1974),pp. 2-4.

[111] Marcia Douglas, NWREL Technical Assistance Hints for Eliminating Existing Sex Bias and Sex-Role Stereotyping and for Emphasizing Sex-Fair Guidance, Counseling, Placement and Follow-up. (Portland, Oregon: N. W. Regional Educational Laboratory, 1976),p. 4.

[112] Educational Products Information Exchange. "Sexism in Materials: How to Detect It and How to Counteract Its Effects in the Classroom". EPIE Career Education S*E*T, Volume 1: How to Select and Evaluate Instructional Materials. (New York: EPIE Institute, 1975),pp. 57-69.

[113] Mary L. Ellis, Editor, Women at Work. (Raleigh, North Carolina: North Carolina State University, Center for Occupational Education, 1974), ERIC Document Reproduction Service, ED 109 561, pp. 9, 10.

[114] Massachusetts Department of Education, Title IX and Chapter 622: Compliance Guidelines for Public Schools. (Boston: The Commonwealth of Massachusetts Department of Education, Undated),pp. 5-18.

[115] National Education Association of the United States, Combating Discrimination in the Schools: Legal Remedies and Guidelines. (Washington, D. C.: National Education Association, 1975),pp. 23, 24.

[116] North Carolina Department of Public Instruction, Eliminating Sex Discrimination in Schools, A Source Book. (Raleigh, North Carolina: State Department of Public Instruction, Research and Information Center, May, 1975),pp. 3-25.

[117] Random House, Inc. Guidelines for Multiethnic/Nonsexist Survey. (New York: Education Division Guidelines Committee, 1975),pp. 3-12.

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[122] Institute for Educational Leadership, *Handbook on How to End Sexism in Your Schools*. (Washington, D. C.: George Washington University, Third Printing, May, 1976), p. 3.

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[124] Pennsylvania Department of Education, *Self-Study Guide to Sexism in Schools*. (Harrisburg: Pennsylvania Department of Education, 1975), pp. 8-17.

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28. Walker, Yvonne Kimmons and Others. Evaluation of the Availability and Effectiveness of MDTA Institutional Training And Employment Services for Women: Final Report. Falls Church, Virginia: Exotech Systems, Inc., 1974. ERIC Document Reproduction Service, ED 095 278.

29. Walker, Yvonne Kimmons and Others. Evaluation of the Availability and Effectiveness of MDTA Institutional Training and Employment Services for Women: Reanalysis of the MDTA Outcomes Study. Falls Church, Virginia: Exotech Systems, Inc., 1974. ERIC Document Reproduction Service ED 095 279.

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THE ADEQUACY OF AFFIRMATIVE ACTION BY THE GRANTEE AGENCY OR INSTITUTION

By far the most comprehensive document currently in the literature on compliance with Title IX requirements for self-evaluation and affirmative action programs for education agencies and institutions receiving federal funds is that prepared for the U. S. Office of Education's Women's Program Staff by Matthews and McCune[124] and first released in 1976. Further, it should be noted that the same authors now have in progress a similar document that will be targeted specifically to vocational educators and the curriculum and instructional materials with which they work. This literature review, initiated prior to the Matthews and McCune release covered documents by Ellis,[125] the Massachusetts Department of Education,[126] the Arizona Department of Education,[127] the Education Law Center, Inc.,[128] the Minnesota State Department of Education,[129] and, finally the Matthews and McCune Document,[130] for potential checkpoints by federal monitors with an interest in the status of Title IX compliance. These fairly broad items follow:

1. The adequacy of positive action steps toward Title IX compliance.

   --The grantee/contractor has established a formal policy of nondiscrimination on the basis of sex.

   --A Title IX coordinator has been appointed.

   --An advisory committee representative of both sexes has been appointed for the review of Title IX compliance.

--An evaluation process has been implemented to examine all aspects of school policies and programs for limitations placed on students.

--The evaluation process so implemented places a special emphasis on areas which have certain groups of students under-represented.

--Employment policies and practices have been studied for sex discrimination.

--Appropriate policy modifications and remedial steps have been taken to insure compliance with Title IX.

--Steps have been taken to maintain for three years a file describing the Title IX self-evaluation process and all modifications and remedial actions taken.

--Efforts toward achieveing compliance with Title IX are sufficiently documented so that the grantee/contractor is able to make assurance statements necessary for applications for federal assistance.

--The grantee/contractor has provided inservice training for school personnel on the issues of discrimination underlying Title IX.

2. The informational activities of the grantee/contractor have included:

--Notice to parents about Title IX and its implications for school policies and programs.

--Title IX has been explained to the community via newspaper, radio, and television.

--Informational materials have been prepared and provided students.

--Information materials have been provided potential and actual employees.

--Information materials have been provided unions and professional organizations.

--Information materials have been provided applicant referral sources.

--All students and employees have been notified of the name, address, office address, and telephone number of the Title IX coordinator.

--Grievance procedures have been established and made known to employees and students.

FOOTNOTES

[124] Martha Matthews and Shirley McCune, *Complying with Title IX Implementing Institutional Self-Evaluation*. (Washington, D. C.: U.S. Department of Health, Education, and Welfare, 1975-76).

[125] Mary L. Ellis, Editor, *Women at Work*. (Raleigh, North Carolina: North Carolina State University, Center for Occupational Education, 1974), ERIC Document Reproduction Service, ED 109 561, p. 8.

[126] Massachusetts Department of Education, *Title IX and Chapter 622: Compliance Guidelines for Public Schools*. (Boston: The Commonwealth of Massachusetts Department of Education, Undated), pp. 5, 19.

[127] Arizona Department of Education, *Suggestions for Local School District Compliance with Title IX Rules and Regulations.* (Phoenix: Arizona Department of Education, December, 1975), pp. 1-6 and 21-23.

[128] Education Law Center, Inc., *Eliminating Sexism in Public Schools A Workbook for Action*. (Newark, New Jersey: 605 Broad Street, Suite 800, February, 1976), pp. 15-25.

[129] Minnesota State Department of Education. *A Model to Eliminate Racism and Sexism in Education through the Selection, Revision and Development of the Instructional System*. (St. Paul: Division of Planning and Development, Equal Educational Opportunities Section, June, 1975), pp. 44, 45.

[130] Martha Matthews and Shirley McCune, op. cit., p. 11.

RECOMMENDED FOR ACQUISITION

1. Matthews, Martha and McCune, Shirley. Complying with Title IX Implementing Institutional Self-Evaluation. Washington, D. C.: U. S. Department of Health, Education, and Welfare, 1975-76.

APPENDIX B

ANNOTATED BIBLIOGRAPHY: ESTABLISHING CRITERIA FOR THE MONITORSHIP OF EDUCATIONAL ACTIVITIES FOR SEX BIAS AND SEX-ROLE STEREOTYPING

by Joyce Cook[1]

Submitted in partial fulfillment of the
requirements of the National Ed. D. Program
for Educational Leaders, Nova University

Introductory Practicum
Washington, D. C. II Cluster
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INTRODUCTION

This annotated bibliography has been an outgrowth of a larger effort on behalf of the Division of Research and Demonstration, Bureau of Occupational and Adult Education, U. S. Office of Education, to improve its monitorship of projects in the federally-supported demonstration program in vocational education.

The overall effort has included (1) the identification of potential monitorship criteria; (2) the clarification of policy with respect to the program monitorship of demonstration projects for possible sex bias and sex-role stereotyping; (3) the preparation of an instrument to be used in monitoring projects funded under the program; and (4) the implementation of the monitorship activity.

The Division of Research and Demonstration expresses its sincere appreciation to the following persons who have graciously provided advice and assistance to the Division in the planning and implementation of the administrative improvement activity. With the help of this group, Joyce Cook of our own staff has marshalled the resources and followed the activity through to its completion.

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Past our own activity in the vocational education demonstration program, it is hoped that this bibliography may prove useful to States and local school districts who are planning activities to eliminate sex bias and sex-role stereotyping from the educational programs which they administer.

ANNOTATED BIBLIOGRAPHY

ESTABLISHING CRITERIA

FOR THE MONITORSHIP OF EDUCATIONAL ACTIVITIES

FOR SEX BIAS AND SEX-ROLE STEREOTYPING

Ahlum, Carol and Fralley, Jackie. Feminist Resources for Elementary and Secondary Schools. Northampton, Massachusetts: Valley Women's Center, Undated.

A list for teachers, parents, and students who are seeking resources about feminism and sexism for elementary and secondary classrooms. Materials are listed in three parts: (1) essential readings on sex role socialization and stereotyping; (2) feminist resources for the elementary classroom; and (3) feminist resources for the secondary classroom.

Allan, Virginia, Chairman. Report of the Presidential Task Force on Women's Rights and Responsibilities. Pittsburg, Pennsylvania: KNOW, Inc., December 15, 1969.

This task force made four major recommendations to the President of the United States; namely, (1) that the President establish an Office of Women's Rights and Responsibilities; (2) that the President call a White House Conference on Women's Rights and Responsibilities in 1970; (3) that the President urge passage of the Equal Rights Amendment to the Constitution; and (4) that the Executive Branch of the Federal government should be as seriously concerned with sex discrimination as with race discrimination and with women in poverty as with men in poverty.

American Association of School Administrators. "Sex Equality in Educational Materials," AASA Executive Handbook Series, Volume IV. Arlington, Virginia: American Association of School Administrators, 1975.

This document contains a list of suggestions as to what can be done about sex equality in educational materials and includes a checklist for the identification of sex-role stereotyping.

Arizona Department of Education. Suggestions for Local School District Compliance with Title IX Rules and Regulations. Phoenix, Arizona: Department of Education, December, 1975.

Provides a description of Title IX requirements and a checklist for local school districts under the following headings: Admissions; Access to Course Offerings; Counseling and Use of Appraisal and Counseling Material; Treatment of Students; Athletics; and Employment.

Associate Control, Research and Analysis, Inc. A Legal Analysis of Work and Training Requirements under the Work Incentive Program. Final Report on Phase I. Washington, D. C.: U. S. Department of Labor, Manpower Administration, 1973. ED 083 419.

This study has explored the extent and quality of certain effects of mandatory/voluntary distinction in the WIN program and the potential effects of the Talmadge Amendments. Major findings relate to discrimination against females in WIN, tax credits involving welfare status, enrolees' legal rights, litigations concerning WIN, testing conducted improperly, college training considerations, different standards for AFDC eligibility, adequate child chare arrangements for WIN mothers, job placements in a national market which discriminates against minorities and females, expectations of getting off welfare, and attitudes toward counselors.

Astin, Helen S.; Harway, Michele; and McNamara, Patricia. Sex Discrimination in Education: Access to Postsecondary Education. (3 Volumes). Washington, D. C.: U. S. Department of Health, Education, and Welfare, National Center for Education Statistics, February, 1976.

This study was undertaken to identify the extent and kinds of discrimination in access to postsecondary education. Since the Women's Educational Equity Act explicitly calls for educational equity for women, the study was designed to ascertain if educational inequity is a result of discriminatory practices; and, if so, how these practices operate and how widespread the practices are. Thus, it focuses on the effects of discrimination and inequities in postsecondary education, to the extent they exist. "Access" to education is viewed as a process rather than as an occurrence. Volume 1 is an executive summary. Volume 2 covers rates of participation, the impact of personal and background variables on access, institutional practices (information, admissions, special programs, and problems), institutional practices (financial aid), adult women and access to postsecondary education, and implications and recommendations. Volume 3 is an annotated bibliography of the major literature documents which undergird the study.

Baum, John Franklin. Evaluation of a NAB-JOBS Training Program for Disadvantaged Workers. Madison, Wisconsin: Wisconsin University, Industrial Relations Research Institute, 1973. ED 092 774.

This study is directed to the question of whether an intervention strategy based on relatively concentrated amounts of basic education and on-the-job training is sufficient to make it possible for a large, non-union private firm to assimilate disadvantaged females into its regular, blue collar work force. It is concluded that the National Association of Businessmen-Job Opportunities in the Business Sector (NAB-JOBS) strategy is not effective in preparing the disadvantaged workers for permanent employment with this firm. While the NAB-JOBS trainees remain with the firm as long as their counterparts in the comparison groups, only about 25 percent remained employed after the first year on the job. When the measure of effectiveness is the supervisory assessment, the NAB-JOBS trainees are rated significantly lower than the subjects in the comparison groups. Perhaps the most definitive finding that emerges from the research is that both disadvantaged workers and racial minorities exhibit a fundamental commitment to the importance of achievement in the world of work.

Birk, Janice M. and Tanney, Mary Faith. Career Exploration for High School Women: A Model. Washington, D. C.: American Personnel and Guidance Association, 1973. ED 079 662.

This was a paper presented at the American Personnel and Guidance Association meeting in Atlanta, Georgia, on May 23-27, 1973. Designed for high school women at the sophomore level, the program is intended to act as a catalyst for exploration of career goals with a heightened sense of the influence of sexism and stereotypic attitudes regarding women's roles. Together with three special activity periods, there is continued assistance by the high school counselor in the exploration of careers, but in a less formalized or structured manner (e.g., directing toward sources of information, suggesting parental conferences, etc.). The activities utilized for this program consist of various role playing situations, group fantasies, small group feedback opportunities, a "careergram" measuring participants' consideration of unconventional (for females) occupations, and a discussion of the pervasive myths regarding women's work habits. The formal and informal assessments of this program and concrete suggestions for implementing career counseling programs for high school women are presented.

Birk, Janice M. "Reducing Sex Bias: Factors Affecting the Client's View of the Use of Career Interest Inventories." Issues of Sex Bias and Sex Fairness in Career Interest Measurement. Washington, D. C.: Department of Health, Education, and Welfare, National Institute of Education, Spring, 1975. ED 095 367.

Manuals and interpretive materials for various interest inventories are evaluated in terms of explicit suggestions and subtle implications that could have deleterious effects on female clients, and recommended changes are directed at maximizing counselor effectiveness on the client's behalf. Findings of studies in which instructions for administration were modified are reviewed. Particularly interesting are those which deal with the reduction of home-versus-career conflict and those in which women try to perceive men as approving nontraditional career goals. Most research relevant to counselor bias, Birk finds, indicates that counselors of both sexes view traditionally "feminine" occupations as more appropriate for women clients than traditionally "masculine" occupations. Included in her recommendations are an examination of the development of interests in the area of women's vocational goals, and workshops where counselors can develop an awareness of sex roles and the strategies needed to counter stereotyping.

Bowlesby, Jo Ann Harris. "Sex Bias and Computer-Based Guidance Systems." Issues of Sex Bias and Sex Fairness in Career Interest Measurement. Washington, D. C.: Department of Health, Education, and Welfare, National Institute of Education, 1975. ED 095 363.

Bowlesby analyzes five major currently-operating computer-based guidance systems in terms of the potential for sex fairness or sex bias in the six components of such systems: the interactive dialog, the data files, the computer program itself, interest inventories employed, audiovisual aids, and the supporting documentation for the system. She cautions that the systems given the user will be only as accurate and as up to date as that which is avilable to the system developer for input.

Boyer, Elizabeth. Women--Are the Technical-Occupational Programs Attracting Them? Report of sabbatical research to Cuyahoga Community College, 1973. ED 085 065.

A questionnaire was sent to presidents of 830 publicly supported two-year colleges that had technical-occupational programs to ascertain if there had been an increase in women students enrolled in 14 programs from the academic year 1971-1972 to the academic year 1972-1973. A total of 40.1% of the schools responded, with 154 schools providing statistical data and 182 selecting a yes-no option. More schools experienced increased enrollments of women in accounting, management, computer technology, marketing,and retailing programs and fewer in drafting, electrical-electronic technology, chemical technology, engineering, industrial supervision, mechanical supervision, mechanical technology, transportation, wholesaling, and purchasing. Eleven programs showed percentage-wise increases and three programs showed decreases: electrical/electronic technology, mechanical technology, and transportation. Of five techniques listed as means of attracting women students--increasing number of women faculty, use of pictures of women in publicity, seminars for high school counselors, elimination of male pronouns in publicity, and use of women recruiters for programs--pictures of women was the predominately used technique. Schools that utilized a majority of the techniques had the predominance of increases. It is concluded from the survey results that: enrollment of women is slight in many of these programs, and is increasing only gradually.

Browne, John. General Guidelines for Treatment of Minorities and Women in Curriculum and Instructional Materials. First Draft. Washington, D. C.: National Education Association, 1972.

The National Education Association has planned a comprehensive, long-term program to bring about extensive changes in elementary and secondary school curriculum and instructional materials in order to portray more accurately the roles and contributions of minority groups and women in the development of the United States. The guidelines are the first major phase of the program. They are designed for use by writers, editors, publishers, teachers, and others in basic planning or development of curriculum and instructional materials. One section, pages 105-108, covers basic principles and supporting principles of the effort, And pages 110-120 provide recommendations for eliminating sex-role stereotyping in school curriculum. Specific suggestions are directed to the portrayal of girls; the portrayal of boys; the portrayal of boys and girls in mixed situations; the portrayal of mothers and adult women; the portrayal of fathers and adult men; language and the use of words; and illustrations.

Buek, Alexandra Polyzoides and Orleans, Jeffrey H. "Sex Discrimination A Bar to a Democratic Education: Overview of Title IX of the Education Amendments of 1972." Connecticut Law Review. Washington, D. C.: Department of Health, Education, and Welfare, Office of Civil Rights, 1973.

Provides a legal analysis of Title IX and suggests a legal framework in which to evaluate separate or different treatment of the sexes in the activities to which it applies. The article is particularly useful since it relates to and brings into deliberations on sex discrimination those related legal precedents which previously have been recorded in civil rights actions dealing with discrimination based on race.

California State Board of Education. *Guidelines for Evaluation of Instructional Materials for Compliance with Content Requirements of the Education Code*. Sacramento, California: California Department of Education, Curriculum Frameworks and Instructional Materials Selection Unit, 1974.

The purpose of the guidelines is to provide consistent, systematic standards for evaluating instructional materials proposed for use in California's public elementray schools to ensure compliance with the Education Code and with the regulations which implement that code. Materials include data collection forms for use in rating instructional materials for compliance with the content requirements of the education code with respect to: female and male roles; cultural and racial diversity; the entrepreneur and labor; ecology and environment; dangerous substances such as tobacco, narcotics, etc.; and religion.

Chitayat, Deanna and Carr, Sarah. *The New Occupational Student: The Mature Adult Woman*. New York: City University of New York, Institute for Research and Development in Occupational Education, 1975.

This report describes the recruitment activities of a project that brought over 300 women to introductory conference, and the content of the subsequent workshops that encouraged many of them to seek career-oriented post-secondary education. The result has been that 85% of the women who completed the workshop series have submitted application for community college admission.

Cole, Nancy S. and Hanson, Gary R. "Impact of Interest Inventories on Career Choice." *Issues of Sex Bias and Sex Fairness in Career Interest Measurement*. Washington, D. C.: Department of Health, Education, and Welfare, National Institute of Education, 1975. ED 095 370.

Cole and Hanson, examining the impact of interest inventories on career choices--particularly the career choices of women--define interests as a consteallation of likes and dislikes leading to consistent patterns of behavior, which we measure in order to predict some types of job satisfaction. Just how interests are liked to job satisfaction, as the authors point out, is something about which theories of interest tell us very little.

Two dominant rationales are described: the people-similarity rationale, linking satisfaction to the degree of similarity between an individual's likes and dislikes and those of people in a given occupation; and the activity-similarity rationale, linking satisfaction to the degree of preference for activities similar to those required in an occupation.

The people-similarity rationale relies heavily on a stable socialization process tied very closely to the past. When the future follows a new direction, departing from the status quo, the empiricism of interest measurement becomes a weakness instead of a strength, impeding the path of constructive change. Questions about the activity-similarity rationale are raised by the differences in the socialization of boys and girls.

In conclusion, Cole and Hanson suggest that the usefulness of an interest inventory for any group can best be evaluated in terms of how well it broadens options and produces exploration. Similarly, the appropriateness of any type of interest scale would be judged in terms of whether it meets the stated expectations for broadening options and producing exploration.

It also seems important to note that Cole and Hanson believe that expanded socialization opportunities for women will result in new norms for the activity-similarity method over a period of time and these norms will eventually become more accurate faster than will norms based on people-similarity methods, particularly if homogenous scales are used to locate an individual's interests in the circular structure postulated and to generalize from that position to the full range of occupations that occupy nearby positions in the structure.

Cowan, Gloria and Moore, Loretta. Female Identity and Occupational Commitment. Detroit: Wayne State University, 1971. ED 056 335.

This study is concerned with the relationship between career orientation, choice of a predominantly masculine or feminine field, and feminine self-concept. It was predicted that career oriented women would see themselves as less feminine than noncareer oriented women and that women aspiring to predominantly male fields would see themselves as less feminine than women aspiring to predominantly female fields. A sample of 300 women completed and returned a questionnaire. The most striking finding was that women who aspire to male-dominated fields see themselves as less feminine than the traditionalists and also want to be less feminine than women oriented toward the more traditional female fields. There were some trends in the data to indicate that women who are not career oriented show greater discrepancy between the real and ideal feminine self concept. In general, on the female valued items, women would like to be more feminine than they believe themselves to be and on the male valued items, they would like to be more masculine than they believe themselves to be.

Crump, Carol B., Ed. Report of Proceedings: Workshop on Sex Bias and Sex Fairness in Career Interest Inventories. Washington, D.C.: U. S. Department of Health, Education, and Welfare, National Institute of Education, March, 1974.

Contains a checklist for insuring sex fairness in career interest inventories and contains essays on the more important issues associated with the provision of sex fairness in the identification of careers associated with the career decisions of women.

Daniels, Arlene Kaplan. A Survey of Research Concerns on Women's Issues. Washington, D. C.: Association of American Colleges, Project on the Status and Education of Women, May, 1975.

This project was undertaken with two major questions in mind: (1) How will research affect social policy in areas of life that relate to women? and (2) What research questions can provide the information required to promote positive changes in social policy?

The central focus of attention in each chapter is on conducting research with the ultimate aims of redressing inequity and furthering equality among the sexes. It was hoped that this volume would be of particular value to prospective researchers as they consider topics to pursue. The text is divided into sections dealing with (1) the need for research/action programs; (2) the women's movement; (3) consequences of the women's movement; (4) socialization and the educational system; (5) the world of work; (6) marital status and the family; (7) health and life cycle issues; (8) other issues of practical concern to women; and (9) a conclusion.

Delaware State Department of Education. A Suggested Policy Guide for School Districts Prohibiting Sex Discrimination in Education. Dover: The Delaware State Department of Education, November, 1975.

This document is designed to assist local school districts in Delaware to comply with Title IX and includes a checklist for self-evaluation. Sections in the document are devoted to: policy development; guidance and counseling; admissions; recruitment; financial assistance; employment assistance to students; health and insurance benefits and services; marital or parental status; sex bias in textbooks and instructional materials; physical education; health education, interscholastic athletics; extra curricular activities; grievance procedures; and dissemination of policy. This document represents one of the more comprehensive examples of work by a State Education Agency. It goes beyond the law in offering helpful corrective suggestions.

Diamond, Esther E., Ed. Issues of Sex Bias and Sex Fairness in Career Interest Measurement. Washington, D. C.: Department of Health, Education, and Welfare, National Institute of Education, 1975.

In this study the National Institute of Education has continued the examination of the question of sex fairness and sex bias in career interest inventories initiated in professional organizations and journals. This document brings together a diversity of viewpoints on the salient issues. While the papers present a variety of ideas for practical use by those concerned with vocational interest testing, they reach no unanimity on what may be the most central question: Should inventories follow the socialization practices apparently shaping career choices at even very early ages, or should inventories and their interpreters intervent to change these practices and their consequences?

The document includes a checklist for the "Reduction of Sex Bias and Sex-Role Stereotyping in the Use of Interest Inventories."

Douglas, Marcia. NWREL Technical Assistance Hints for Eliminating Existing Sex Bias and Sex-Role Stereotyping and for Emphasizing Sex-Fair Guidance, Counseling, Placement and Follow-up. Portland, Oregon: N. W. Regional Educational Laboratory, 1976.

Packet contains a "talking paper" for planners and technical assistance staff to help brainstorm program features that could be developed to implement the goals of sex-fair career education; criteria for assessing sexism in the products and programs of educational research and development; an annotated bibliography of a few basic references on the issues of sex bias and sex-role stereotyping in education and employment; a list of printed materials and films that may help in program planning and implementation; publishers' guidelines on the topic; and guidelines for guidance counselors.

Drabrick, Lawrence W. Factors Associated with Expectations: North Dakota High School Seniors. Educational Research Series No. 9. Raleigh, North Carolina: North Carolina State University, 1974. ED 097 165.

Questionnaires were completed on a single day (Spring, 1973) by high school seniors from 18 large and small, rural and urban, schools located throughout North Dakota in an effort to establish correlation between desired and expected occupations and expressed educational expectations. Tabular data supported previous studies which established correlation between aspiration and expectation. Male occupational expectation surpassed that of female, while urban student aspiration surpassed that of rural student, and parental occupational prestige was correlated with student occupational/educational expectation. Unexpected sex bias became apparent when females, particularly mothers, exerted more influence on the expectations of daughters than did male figures, and there was a comparable male sex bias. Respondents on the extreme ends of the investigation continuum (i.e., farm and urban residents) were evenly arrayed, while those of intermediate classification were unevenly arrayed. Since North Dakota has an agricultural rather than an industrial base, the response of this study differed from that of a similar study in North Carolina (ED 079 000) though this difference bore out the underlying assumption that socioeconomic factors affect the expectations of high school seniors.

Education Law Center, Inc. Eliminating Sexism in Public Schools A Workbook for Action. Newark, New Jersey: 605 Broad Street, Suite 800, February, 1976.

The purpose of this workbook is to provide those concerned about eliminating sexism in public schools with a tool for becoming involved in this difficult but important type of community action. Although in format the workbook is designed primarily as an information-gathering device, it may serve other purposes as well depending on who uses it and how. Some may find it useful as an educational tool for raising community awareness of sexist attitudes, behaviors, and practices which exist in and are perpetuated by the schools. Others may use it as a tool to stimulate dialogue and cooperation between the community and the school to promote true equality of the sexes in education. Moreover, even though the workbook is not intended specifically for use by persons involved in the administration of a school, school officials may find it to be a valuable self-evaluation guide for identifying and correcting discriminatory policies and practices in the classroom and in employment.

Educational Challenges, Inc. Today's Changing Roles: An Approach to Non-Sexist Teaching. Washington, D. C.: Resource Center on Sex Roles in Education, The National Foundation for the Improvement of Education, 1974.

Lesson plans for dealing with attitudes toward sexism and societal roles on the part of students. Apporpirate for elementary, junior high, and secondary students.

Educational Products Information Exchange. "Sexism in Materials: How to Detect It and How to Counteract Its Effects in the Classroom" EPIE Career Education S*E*T, Volume 1: How to Select and Evaluate Instructional Materials. New York: EPIE Institute, 1975.

In order to investigate the existence of racism and sexism in the materials available to schools, EPIE subcontracted with the Council on Interracial Books for Children (CIBC) of New York City, and Women on Words and Images (WOWI) of Princeton, New Jersey. Chapters 2 and 3, respectively, document strong evidence of the incidence of race and sex stereotyping, and provide guidelines by which educators, themselves, can determine if a material is racist or sexist, or both, and how their effects on children in the classroom can be counteracted.

An excellent resource on the "evidentiary" aspects of sex-role stereotyping.

Eitzen, Maggie, Comp. Multiple Roles in Contemporary Society: What are the Choices? A Charrette. Phoenix, Arizona: Arizona State Department of Education, 1975. ED 108 090.

This document reports on a "charrette" held in Phoenix Arizona aimed at helping community colleges initiate and implement programs and services to solve problems facing women students. Teams of one administrator and one faculty member from various community colleges participated in the three day event, and each team had as its goal the preparation of a short-term program to be implemented the next year and a long-term program which might take two to three years to implement. Evaluation showed that the conference was both effective and productive. All college teams left with short-range and long-range programs for their particular schools and communities. The report details the events of the three days and summarizes the work done by the teams participating.

Ellis, Mary L. "Social Implications of Women's Equality." Women at Work. Raleigh, North Carolina: Center for Occupational Education, Career and Vocational Education Professional Development Report No. 16, 1974.

For eons, women have been defined as the inferior member of the species. Their secondary status is confirmed by history and, as some anthropologists would have it, by our primal instincts. Negative attitudes toward women are prevalent throughout our society. Inequalities exist in tax laws and in social security, employment, and education. Sexism blunts personal interactions between men and women as an emanation of deep estrangement ingrained in the collective psyche.

Ellis, Mary L., Ed. Women at Work. Raleigh, North Carolina: North Carolina State University, Center for Occupational Education, 1974. ED 109 561.

Final report of a national series of seminar/workshops on women and work, funded by EPDA funds from the U. S. Office of Education. The report contains a section on recommendations and programs for action directed to the national, state and local government agencies, policy boards, and advisory councils; to administrators at the state and local level; for affirmative action plans; for equal access to educational programs and employment opportunities; for curricula and materials used in education and employment; for guidance and counseling services; recommendations for teacher education institutions; for professional development activities; for adult and continuing education; for political and community action by educators either individually or in groups; for continued research; for a public information campaign; for employers with respect to equitable personnel, employment and fringe benefits; for workshops on women in the world of work.

Information on the impact of the series of seminar/workshops is included along with a series of papers which were used in the seminars.

Erickson, V. Lois. "Psychological Growth for Women: A Cognitive-Developmental Curriculum Intervention." Counseling and Values, Vol. 18, No. 2., Winter, 1974.

A research study, using a quasi-experimental design, that was jointly sponsored by the Minneapolis Public School System, the South East Alternative Program and the University of Minnesota. Funded by the Experimental Schools Program in U. S. O. E. and the University of Minnesota. The conclusions and implications were: (1) it is possible to promote positive psychological growth in a regular school class; (2) it is possible to link instructional and counseling models to a given theoretical position and (3) research findings indicate women stabilize in personal growth areas earlier than men, and yet no studies have been published which set forth a theory, intervention, and evaluation of a curriculum model for women which will promote movement on the stages of natural growth. This study sheds some light on an intervention mode that will promote movement from conventional toward principled morality and from external toward internal sources of ego strength in adolescent women.

Ernest, John. Mathematics and Sex. Santa Barbara, California: Mathematics Department, University of California, Santa Barbara. April, 1976.

Discusses possible stereotyping in education which may have contributed to the lower achievement levels of women in science and mathematics fields. Calls for changes in textbooks, classroom practices, and in educational employment to the end that opportunities for women in math and science are improved.

Falk, William W. and Cosby, Arthur G. Women and the Status Attainment Process: A Working Paper. College Station, Texas: Texas A & M University, Agricultural Experiment Station, 1974. ED 097 237.

Sociologists have long been interested in the area of status attainment but have begun only recently to focus specifically upon the status ataainment of women. New approaches are needed for further research. A review of major occupational choice theories shows that they are constructed primarily for male populations and thus are inadequate in their handling of factors which may influence the occupational choices of women. There are more developmental stages for women, with a relatively greater complexity of factors operating within any given stage. Some of the more critical contingencies which affect the occupational choice and status attainment of women are marital plans, fertility plans, residential plans, mother's and father's education and occupation, family finances, presence of discriminatory laws or hiring practices, internal motivation, husband's occupational expectation, desire for a working career as opposed to being a housewife, perception of the kinds of jobs that are appropriate for women, the influence of parents and peers, and presence of male siblings.

Fitzgerald, Laurine E. and Fisher, B. Jeanne. "The Legal Implications of Sex Bias in Interest Inventories." Issues of Sex Bias and Sex Fairness in Career Interest Measurement. Washington, D. C.: Department of Health, Education, and Welfare, National Institute of Education, Spring, 1975.

This paper draws largely from court decisions on ability tests used to make employment decisions. Fitzgerald points out that at present there are no recorded judicial decisions that directly challenge or affirm the use of interest inventories in educational institutions or employment but that inferences can be made from legal precedents regarding the use of intelligence tests in public education and employment. The author provides specific suggestions for evaluating sex bias in interest inventories and for the discontinued use of such inventories for either employment or educational placement when evaluation indicates that they may be discriminatory in their treatment of the sexes or minorities.

Fought, Carol A. "Second Sex Syndrome: Culturally Ascribed Roles." Career Development of Women: Proceedings of 10th Anniversary Program. Columbus, Ohio: The Center for Vocational Education, 1975.

An article which treats very well the double-bind of the woman professional. Also good from which to extract the stereotyping and crippling effects of the traditional school on the ability of the woman to compete.

General Assistance Center. How to Erase Sex Bias in Your Classroom A Checklist and Activities for Teachers. Greenville, North Carolina: East Carolina University, 1976.

Checklists are provided for checking progress on eliminating sex bias in assigning tasks to students. One section covers specific activities that have been designed for use in mathematics, science, exceptional children's classes, social studies, language arts-reading, and early childhood classes to raise the consciousness of students to the issues of sex bias in education.

Gerry, Martin H. " A Paper regarding the Department of HEW Decision RE: Boys State and Girls State and Title IX of the Education Amendments of 1972." Washington, D. C.: Department of Health, Education, and Welfare, 1972.

Recognizing that it was the intent of Congress that such youth service organizations as the Boy Scouts and Girl Scouts, YMCA, YWCA, Campfire Girls, and Boys Clubs and Girls Clubs, be exempt from the provisions of Title IX of the Education Amendments of 1972, Gerry offers the following concern with respect to educational institutions and these organizations:

> We are concerned, however, about those instances in which educational institutions give academic credit to students participating in Boys State and Girls State, because this action appears to give these activities an educational, rather than a service, orientation. Moreover, by giving students academic credit, the educational institutions are making available, as a part of their own education program, activities being conducted in a manner prohibited by Title IX. Therefore, we conclude that any educational institution receiving Federal financial assistance which gives such academic credit is violating Title IX.
>
> We are not, at this time, concerned with other forms of contact and cooperation between educational institutions and Boys State and Girls State, such as furnishing lists of academically qualified students or allowing facilities to be used during the summer. In our judgment, these do not constitute an integral part of the institution's education program or activities.

Gillie, Angelo C. The Differential Effects of Selected Programs on the Performance, Degree of Satisfaction and Retention of Community College Women Students, Final Report. University Park, Pennsylvania: Pennsylvania State University, 1972. ED 068 086.

This study, by examining how female post-secondary students view themselves within their college environment, attempts to determine how education can become more relevant for these women. Random samples of freshman women students from four community colleges were selected according to the type of program in which they were enrolled--human service, business-commercial, or baccalaureate. These groups were examined in terms of four components of their self-concepts: social, occupational, academic and personal. The primary orientation for each respondent was determined, based on interviews at the beginning and end of the freshman year. Data was gathered concerning self-concept, degree of achievement and satisfaction at the end of the freshman year, realism of attitudes, college attended, and father's occupation.

Recommendations were: (1) during the summer after high school graduation, female students should be provided with an intensive guidance-counseling service; (2) the study should be continued to detect effects of different schools and curriculum in terms of student profiles; (3) a study should be conducted regarding the effects of prospective marriage on the orientation of freshman women toward their future; (4) a follow-up study of community college female students should be conducted; and (5) a comparative study of women entering the work force directly after high school graduation and those who first complete a community college program should be initiated.

Glennon, Lena LaRae. Project Equality. Seattle, Washington: Highline Public Schools, 1975.

Project Equality was a project to expand the occupational perceptions of girls supported by Title III of the Elementary and Secondary Education Act. During the first year an emphasis was placed on media and materials speaking directly to: (1) a review of sex-role bias in current materials, accompanied by techniques of using such materials, and disseminated to all teachers; (2) preparation of six audio-visual presentations aimed toward the first, third, and sixth grade levels which portray men and women in a variety of adult roles; (3) a minimum of ten activity packets to accompany current secondary course outlines which describe the role of women, and/or occupational possibilities; and (4) a seminar discussion series for senior high school girls focusing on the role of women, legislative prerogatives, and the stereotyping process.

Golden, Gloria and Hunter, Lisa. In All Fairness A Handbook on Sex Role Bias in the Schools. San Francisco: Far West Laboratory for Educational Research and Development, 1974.

This handbook and the three films on sex-role stereotyping in schools which accompany it (Hey! What About Us?, I is for Important, and Anything They Want to Be) are meant to help teachers become aware of what sex-role stereotyping is. They do not indicate how change takes place or what the most effective methods of changing stereotyped perceptions in teachers and students are. That is the work of other current and future projects by the staff and others around the country. These films facilitate observation. The handbook suggests classroom activities and discussion questions which explore the concept of sex-role stereotyping in the schools; it also provides factual information about sex differences.

The handbook is divided into two sections: teaching information and research information. The teaching information section includes: a description of the issue of sex-role stereotyping; transcripts of each scene in the films, as well as interpretations of their content and suggested activities for course participants; suggested procedures for using with adult and student groups, and possible discussion questions; and resources (organizations and publications useful to teachers wanting to get more information and materials defining the problem of sex-role stereotyping in schools and strategies to eliminate it.)

The research information includes: definitions of terms related to sex-role stereotyping, problems with interpreting research on sex differences, importance of being familiar with research which can sort out the facts from the myths about sex differences, an overview of research on sex-role socialization and on physical, intellectual, and social-emotional sex differences.

Golden, Gloria; Hunter, Lisa; and Morine, Greta. The Process of Change: A Handbook for Teachers on the Concept of Changing Sex Role Stereotypes. San Francisco: The Oakland Unified School District and the Far West Laboratory for Educational Research and Development, 1974.

This handbook and the two films which accompany it (Changing Times and Women Emerging) present teachers with examples of the process of changing stereotyped perceptions of students toward sex roles. The films document changes over time in a fourth grade class and a high school class as students examine effects of the myths and realities of sex role stereotyping on their own lives. The handbook contains the following sections: (1) an introduction to sex role stereotyping and attitude change, (2) a description of the concept of the change process, and its derivation from the research literature on attitude change, (3) annotated transcripts of the films, (4) descriptions of possible teaching activities for each step of the change process, and (5) a list of references.

Goldman, Roy D., and Others. Sex Differences in the Relationship of Attitude-Toward-Technology to Choice of Field of Study, 1973. ED 083 508.

This study investigates the questions of why male and female college students tend to choose different fields of study. Subjects were recruited by mail from the list of incoming freshmen of the University of California at Riverside and sampled randomly to represent one fifth of the freshman class. The results show that males and females differ significantly in attitudes. The discriminant function coefficients indicated that mechanical curiosity has the greatest discriminating power, with males showing greater curiosity. The comparison among major field groups yielded a highly significant difference among groups, as well as a significant interaction between sex and major field. The study concludes that attitudes differ between males and females and among major fields. The results have implications for the use of attitude inventories for the academic counseling of women. A conclusion is that the use of a common norm for the counseling of men and women might actually be detrimental to both groups.

Governor's Commission on the Status of Women. Education and Counseling Status Report of Young Men and Women: A Survey of Senior Students from Fourteen Public Secondary Schools in Arkansas. Little Rock, Arkansas: Task Force on Education and Counseling, 1972. ED 073 311.

The report of an effort made by the Committee on Education and Counseling to determine, through a survey, the career aspirations, counseling sources, and future plans of young women in Arkansas. The survey was also designed to validate or negate the belief that women do not aspire to nor seek higher level employment positions than traditionally relegated for women. More than one-third of the females surveyed expressed the traditional attitudes and beliefs about women as workers while approximately one-half of the males agreed. Almost two-thirds of the females expressed positive attitudes toward working women as compared to one half of the male respondents. Other results related to education-employment stereotyping; career aspirations; counseling sources; a woman's image of employment; counseling conference and existing discriminations.

Green, Cynthia P. The Choice is Yours: A Women's Studies Curriculum for Non-College-Bound High School Girls. Washington, D. C.: Cynthia P. Green, 1718 P Street, Apartment 619, N. W., Washington, D.C. 20036. ED 107 571.

This women's studies course is designed to make non-college bound 11th and 12th grade female students aware of career options and alternatives, as well as of the issues women are raising regarding their place in society. The materials are developed specifically for non-college students because decisions confront them immediately after high school, yet few career awareness materials are available for these women. Unit examines the status and role of women in education, employment, health, law, and socioeconomic status. Unit 2 presents the various role options available to women, from being single to married, or in a career. Self-awareness and identity are the focus of the third unit. Career development concludes the units, making students aware of present and future employment needs, vocational training, job investigation, job-seeking skills, and remedies for sex discrimination. The units require the use of supplementary materials which are listed within each chapter.

Grossman, Allyson Sherman. "Women in the labor force: the early years." Monthly Labor Review. Vol. 98, No. 11, November, 1975.

Provides excellent statistical coverage of young women in the labor force between the ages of 16 to 24 up to the year, 1974.

Gump, Janice Porter and Rivers, L. Wendell. " A Consideration of Race in Efforts to End Sex Bias." Issues of Sex Bias and Sex Fairness in Career Interest Measurement. Washington, D.C.: Department of Health, Education, and Welfare, National Institute of Education, 1975. ED 095 364.

Gump and Rivers deal with issues of sex bias relevant mainly for black women: status, occupational choice, motivation, sex-role attitudes, and technical issues. In four of seven studies examined by the authors, black women were found to have higher educational or occupational aspirations, or both, than white women when socio-economic status was controlled; the proportion of black women who wish to combine full-time employment with marriage, home and children was roughly twice that of white women. The studies also indicated that black women constituted 60.8 percent of the black professional class in 1960, whereas white women constituted only 37.2 percent of the white professional group. According to the authors, the problem is not that black women are overrepresented in the professions but that black men are woefully underrepresented.

Within the professional class, however, black women are concentrated in fewer professions than are black men, white women, or white men, and the occupations in which they are employed are traditionally more feminine than are those of any other group. The black women's occupational expectations and actual participation, the authors conclude, stem more from the fact that she has had to take on aspects of the traditional masculine role than from the embracing of an achievement ethic; actually, she appears to endorse the traditional view of the feminine role more strongly than does the white woman, believing that a woman's identity derives primarily from marriage and that a woman should be submissive to a man.

Gunderson, Doris V. Reading and Sex Role Stereotypes. Washington, D.C.: U. S. Office of Education (Mimeographed paper), November 28, 1975.

This paper, presented at the annual convention of the National Council of Teachers of English in San Diego on November 28, 1975, reports on research literature having to do with the portrayal of sex role stereotypes in reading material; the kind of language that is indicative of stereotyping and studies revealing the frequency of such usage; the achievement of girls in reading and comprehension as reported in the recent National Assessment data; the treatment of the contribution of women to the growth and development of this country; and providing suggestions for the improvement of the status of women and girls in reading programs.

Hahlstrom, Billie. Evaluating Sexism in Your School. (A Mimeographed collection of checklists). Ann Arbor: University of Michigan, 1975.

This document represents a collection of checklists distributed as a part of a conference under the project, "Strengthening the State Education Agencies' Abilities to Identify Opportunities for Women." Includes checklists on: census of the school population; curriculum; in-service training; school personnel; school budget; readers; treatment of women and athletics; instructional materials, history materials; teachers attitudes; and the physical environment of a classroom.

Harmon, Lenore W. "Technical Aspects: Problems of Scale Development, Norms, Item Differences by Sex, and the Rate of Change in Occupational Group Characteristics--I." *Issues of Sex Bias and Sex Fairness in Career Interest Measurement*. Washington, D.C.: Department of Health, Education, and Welfare, National Institute of Education, Spring, 1975.

In dealing with technical aspects of interest measurement--including scale development, norms, and differences in item responses by sex--Harmon points out that there are few if any jobs in today's world of work that require skills and abilities possessed exclusively by one sex or the other, and that there are in fact few such skills and abilities. She traces the ways in which sex bias has entered every area of interest inventory construction--selection of items, development of scales, and norming--based on the assumption, in the earliest days of interest inventories, that the world of work is split into man's work and woman's work.

Recognizing the value of Cole and Hanson's recommendation that internally referenced (homogeneous) scales be used to locate an individual's interests in the circular structure postulated and to generalize from that position to the full range of occupations that occupy nearby positions in the structure, Harmon expresses reservations because occupational locations in the structure are not based on vocational preferences of employed adults and therefore do not possess demonstrated predictive validity.

Harway, Michele; Astin, Helen S.: Suhr, Jeanne M.; and Whitely, John M. *Sex Discrimination in Guidance and Counseling*. Washington, D.C.: The U. S. Department of Health, Education, and Welfare, National Center for Educational Statistics, February, 1976.

This report reviews sex discrimination in counseling and guidance in secondary and postsecondary education. Following a review of the existing literature and research and a critical discussion of the state of knowledge in this area, the report presents implications for policy and modes to implement needed changes. The primary focus is on vocational counseling, although personal-social counseling and mental health are examined briefly.

Volume 1 represents an executive summary of the study. Volume 2 holds the major study containing such topics as definitions and parameters of the study; early socialization and the role of significant others; the role of self-concept, achievement motivation, and student attitudes; counselors, their trainers and their training; counselor characteristics and their attitudes; counseling materials; the development of guidance theory; sex bias in counseling theories; results of counseling; alternatives to traditional counseling; and implications and recommendations. Volume 3 contains an extensive annotated bibliography covering major previous literature and other research documents which undergird the overall study.

Heshusius-Gilsdorf, Lois T. and Gilsdorf, Dale L. "Girls are Females, Boys are Males: A Content Analysis of Career Materials." The Personnel and Guidance Journal. Vol. 54, No. 4. December, 1975.

To determine the extent of the expression of the "Double Standard of Mental Health" (DSMH) in career orientation textbooks, the authors performed a content analysis of two such series: Series A--Come to Work with Us (Wilkinson & Wilkinson 1971) and Series B--Popeye and (Career Index) (Wildman 1973). Pictures, their accompanying job descriptions, and statements were analyzed for their expression of the DSMH. They viewed the DSMH as being expressed when the statements and views with regard to females would not be acceptable or would not be equally valued if expressed with regard to males.

The results of the study show that the Popeye series Publisher's claim of "both sexes being represented in a wide range of career opportunities" is unsubstantiated. Rather, the findings suggest tokenism. The Popeye series overrepresents males, and both series, with few exceptions, present females and males in traditional occupational sex roles. Males are told to be bright, independent, strong, and productive in order to hold the more difficult, the higher level, and the leading positions. Females, with few exceptions, are told that their futures are relatively unimportant, nonproductive, and service oriented and require an attractive appearance, which is often viewed as incompatible with intelligence. One has only to reverse the sexes in the percentages reported or in the sexist remarks found in the Popeye series to epitomize the concept of DSMH.

Hohenshil, Thomas H., Ed. "New Dimensions in the Career Development of Women." Conference Proceedings No. 2. Blacksburg, Virginia: Virginia Polytechnic Institute and State University, 1974. ED 098 437.

Approximately 200 teachers, counselors, administrators, and university personnel from four States participated in the Third Annual Conference for Career Counseling and Vocational Education. The general purpose of the conference was to examine the current views and programs regarding the career development of women, with special emphasis on public school and community college programming. Seven nationally recognized speakers, selected for expertise in their respective fields as well as for their research endeavors and leadership in professional organizations, presented addresses to the conference treating the topics of career and leisure development and counseling for girls and women. These are reproduced in the document. In addition, five exemplary Virginia career development programs, ranging from elementary school to community college levels, were described at the conference; these program descriptions comprise the remainder of the document.

Holland, John L. "The Use and Evaluation of Interest Inventories and Simulations." Issues of Sex Bias and Sex Fairness in Career Interest Measurement. Washington, D. C.: Department of Health, Education, and Welfare, National Institute of Education, Spring, 1975.

Holland's basic argument is that no one escapes his or her life history and that interest inventories would do a disservice if they encouraged people to enter occupations grossly inconsistent with their socialization experience. He does suggest, however, that such an inventory should provide information that is in "accord with a person's life history, current circumstances and personal potential rather than factors such as age, race, sex, and social status." His implications here seem to be that age, race, sex, and social status--principal factors in most problems involving bias--are not part of a person's life history and circumstances. Holland makes a plea for the evaluation of interst inventories on the basis of their effects rather than on any other criterion. He believes that interventions to reduce occupational stereotyping come too late to be truly effective. Holland is supportive of prevention techniques as opposed to intervention techniques. He supports social actions that will broaden everyone's prevocational experiences.

Holt Rinehart and Winston School Department. Guidelines for the Development of Elementary and Secondary Instructional Materials: The Treatment of Sex Roles. New York: February, 1975.

Provides guidelines on the provision of role models; the treatment of women in subject matter; and the treatment of sex in language.

Houghton Mifflin Company. Avoiding Stereotypes Principles and Applications. Boston, 1975.

Contains guidelines for the elimination of stereotyping of females and minorities. Sections deal with problems and suggested solutions in the categories of personal attributes, physical appearance, roles and activities, group configurations, and language.

Howe, Florence. "Sexual Stereotypes Start Early. Educating Women: No More Sugar and Spice." Saturday Review. October 16, 1971.

An excellent general discussion on sex-role stereotyping in the schools, reporting in a nontechnical fashion on several research studies, and relating conversational anecdotes and courtroom testimony that illustrate the extent to which such stereotyping is totally ingrained in our society. Of more interest are some references to different educational processes which are used with young children in respect to rewarding behavior which does much to reinforce the stereotypes already begun at home by parents and other significant adults. Reprints of the article are available from KNOW, Inc., P. O. Box 10197, Pittsburgh, PA 15232.

Institute for Educational Leadership. Handbook on How to End Sexism in Your Schools. Washington, D. C.: George Washington University, Third Printing, May, 1976.

This handbook represents a position paper prepared by the National Conference on Women in Educational Policy Making and is being distributed under the sponsorship of the Assistant Secretary for Education of the Department of Health, Education, and Welfare. There are two major sections to the document: (1) Legal and Policy Making Requirements of Educational Systems and (2) How Can State Action Plans be Developed to Move Women Into Educational Policymaking?

Jeghelian, Alice. "Surviving Sexism: Strategies and Consequences." *The Personnel and Guidance Journal*, February, 1976.

A very insightful article into the reactions of women to confrontation with sexism; some of the interesting things that happen to women who decide to do something about sex discrimination; an exhortation to seek pre-grievance counseling; and the consequences that may be expected to result from a woman's raising a grievance as a result of sex discrimination. Jeghelian counsels:

> First, sexism in institutions is a reality, and correcting its discriminatory effects can be costly to an institution in terms of dollars and reputation. Second, fighting sexism is extremely difficult, and winning a case can be costly to the woman in terms of the tremendous emotional and physical stress she must endure in order to prevail. Third, the process of fighting sexism involves recognition of a grievance, an informed decision to act on it, and the determination to see it through to a satisfactory resolution. Fourth, in each stage of this process the aggrieved woman requires a different type of assistance and information. Initially some women . . . may require emotional support to enable them to get their own feelings together. From that point on, the woman complainant additionally needs help in understanding her rights under the law, developing greater sensitivity to the signs of institutional sexism, deciding what actions to take, and then sticking to her goal. Fifth, if she has sought professional help, the helper does not necessarily have to be an affirmative action counselor or someone versed in the law. The helper should, however, know at least something about the equal opportunity statutes that protect a woman's rights to employment and education. And finally, the counselor should be able to suggest strategies for responding to the institutional sexism that often camouflages a violation of those statutes.

Johnson, Gloria T. "Laws on Equal Education and Employment Opportunities for Women." *Women at Work*. Raleigh, North Carolina: Center for Occupational Education, Career and Vocational Education Professional Development Report No. 16, 1974.

In this article, Johnson covers the Equal Pay Act of 1963; Title VII of the Civil Rights of 1964; Executive Order 11246; and the Education Amendments of 1972.

Johansson, Charles B. "Technical Aspects: Problems of Scale Development Norms, Item Differences by Sex, and the Rate of Change in Occupational Group Characteristics--II." Issues of Sex Bias and Sex Fairness in Career Interest Measurement. Washington, D.C.: Department of Health, Education, and Welfare, National Institute of Education, Spring, 1975.

Johansson presents a paradigm of valid and non-valid, or stereotypic, male-female differentiating items for the Strong Vocational Interest Blank, with the nonvalid differences representing differences between in-general samples rather than criterion group samples. This casts light on a major problem, that of the appropriate composition of in-general samples for the two sexes and the implications for interpretation of scores on cross-sex scales.

For homogeneous or internally based scales, Johansson recommends using a combined (male and female) general reference group as the normative sample for converting raw scores to standard scores, but providing separate norm distributions by sex for interpretive purposes.

Jolley, Mary Allen. "Federal Legislation: Impact on Women's Careers." Career Development of Women: Proceedings of the 10th Anniversary Program. Columbus, Ohio: The Center for Vocational Education, 1975.

Jolley reviews the history of legislation with respect to women's rights in the United States; discusses the Equal Rights Amendment, the Higher Education Act of 1972; Amendments to the Civil Rights Act of 1964; an Executive Order issued by President Johnson in 1968; and Amendments to the Fair Labor Standards Act (the Equal Pay Act of 1963.) With respect to socialization, Ms. Jolley states that sex-role stereotyping is reinforced in education, in feminine self-defeat, in informal discrimination, and in role overload (associated with the dual roles expected of the working woman.)

Kalamazoo Public Schools. *Guidelines for the Evaluation of Print and Non-Print Materials*. Kalamazoo, Michigan: Instructional Media Department, 1973.

Among other materials, this document includes a checklist for identifying a positive, non-stereotyped portrayal of human roles in media center materials.

Kane, Roslyn D. *Sex Discrimination in Education A Study of Employment Practices Affecting Professional Personnel*, 2 Volumes. Washington, D. C.: U. S. Department of Health, Education, and Welfare, National Center for Educational Statistics, April, 1976.

This report is part of the Congressional mandate under Section 408 (f) (4) of the Women's Education Equity Act of 1974, which directed the Commissioner of Education to conduct a National comprehensive review of sex discrimination in education for the Advisory Council on Women's Educational Programs. The purpose of the report is to review the current status of women employed in professional positions in educational institutions, from preschool through universities, to determine their relative employment status in comparison to men, and to identify discriminatory employment practices which have limited women's opportunities. Volume 1 covers a narrative report of the study and Volume II contains an excellent, annotated bibliography.

These documents represent an excellent resource for those concerned with identifying and correcting discrimination against women in the employment practices of educational agencies and institutions.

Kane, Roslyn D.; Frazee, Pamela; and Dee, Elizabeth. *A Study of the Factors Influencing the Participation of Women in Non-traditional Occupations in Postsecondary Area Vocational Schools*. 2 Volumes. Washington, D. C.: U. S. Department of Health, Education, and Welfare, November, 1976.

This is a study of women in two-year postsecondary vocational education programs who are training to enter non-professional, non-traditional occupations. The study looks at the characteristics of students, the sex stereotypes of particular occupations, the problems and difficulties of Non-traditional Women, and educational personnel whom Non-traditional women identified as having been influential in their choices. In addition, it looks at the impact of counseling techniques and methods, the relevance of high school preparation, motivational factors, the employment of students, alternative occupations considered by women, and "women in mixed vocational training" (training programs such as distributive education which are less stereotyped than others).

Karman, Felice J. Women: Personal and Environmental Factors in Role Identification and Career Choices. Los Angeles: California University Center for the Study of Evaluation, 1973. ED 084 383.

This study identifies the characteristics of young women who, in their occupational choices, do not conform to the traditionally expected female role. Differences are examined in home and family background, personality characteristics, values and attitudes, educational achievement and aptitude, and educational experiences between those women who elect to pursue stereotypic feminine careers and those who plan to choose stereotypic masculine careers. The investigation utilizes questionnaires gathered in the College Student Survey by the Center for the Study of Evaluation in 1968-69. It consists of upperclass women in 38 schools who are divided into two groups--the smaller (101 respondents) called "nontraditionalists" because of their intended careers and the larger group of 1,537--reduced by random sample to 321--called "traditionalists." Stepwise multiple regression analysis identified predictor variables descriptive of nontraditionalists; however, only approximately 29 percent of the variance was accounted for. Implications of these indicators in terms of role conflict and role congruence are discussed with emphasis on their import to the counselor. It is concluded that sex status appears to be a salient factor in woman's career choice.

Kaufman, Jacob J. Nontraditional Vocational Educational Programs for Women. Washington, D.C.: U. S. Office of Education, Bureau of Occupational and Adult Education, November, 1976.

This study was supported under Part C of the Vocational Education Amendments of 1968 by way of a grant to the Institute for Research on Human Resources of the Pennsylvania State University. The goal of the initial study was to identify 10 pacesetter schools that had succeeded in attracting young women into non-traditional vocational education areas and, from them, to identify procedures that other schools could adopt to increase female enrollment in nontraditional areas. No pacesetter schools could be found in 1974-75. The study was ultimately based on vocational areas which, while identified as traditionally male in the respective schools, are not clearly identified as exclusively male occupations. The study did try to identify the characteristics of the schools, the communities, and the students, themselves, which might have been responsible.

The study makes specific recommendations for counselors, teachers, librarians, students, printed materials, curriculum, and school administration. Policy implications are drawn which should be considered in defining the monitorship activity respecting federally-funded projects.

Kievit, Mary Bach. "Stereotyping of Career Development Opportunities: Professional Women." Career Development of Women: Proceedings of 10th Anniversary Program. Columbus, Ohio: The Center for Vocational Education, 1975.

Citing Women's Bureau statistics, Kievit points out that "...women exceed, proportionately, men in professional and technical occupations by one percent. For every three men who are managers or administrators, there is one woman manager." ...In sum, women tend to be in the lower paid, less prestigious 'semi-professions' such as nursing and teaching and in the lower and middle menagement positions. Kievit gives good coverage to the difficulties encountered by the professional woman in her personal and in her work life.

Kimmel, Marcia S. "Educational Influences on Career Opportunities for Women." Teacher Education Forum Series, Vol. 2, No. 13. Bloomington, Indiana: Indiana University School of Education, 1974. ED 099 323.

According to Kimmel, ambivalent feelings about achievement and success which affect the career choices of women are caused by the kind of educational experiences prevalent in the United States today. The distinction between sexes is recognized by children at age 2 and by kindergarten, girls show dependency in achievement-related situations. During their elementary school years, a significant number of females show a decline in intelligence test scores. The reinforcement of sex-role stereotypes takes place continually in schools, and the resulting conflict between being feminine and being successful causes young women to show an increasing tendency as they progress through high school and college to exhibit anxiety in achievement-related situations. In recent studies, the motive to avoid success was fairly commonplace among women--47 percent among junior high school students, rising progressively to 88 percent among college women.

Klein, Deborah Pisetzner. "Women in the labor force: the middle years." Monthly Labor Review, Vol. 98, No. 11. November, 1975.

This article covers the statistics of women in the labor force between the ages of 25 to 54 years.

Laidlaw Brothers, Publishers. Criteria for Equal Treatment. River Forest, Illinois: A Division of Doubleday & Company, Inc., Undated.

Provides Laidlaw Brothers' criteria for equal treatment of Female and Male roles; cultural and racial diversity; entrepreneur and labor; ecology and environment; dangerous substances; and religion. (four typewritten pages.)

Lechan, Cynthia. Guidelines for the Positive and Equal Treatment of the Sexes and of Minority and Ethnic Groups. New York: American Book Company, Litton Educational Publishing, Inc., March 19, 1976.

A ten-page paper dealing with the status of women and ethnic groups in publications, including a checklist for scoring the treatment of females and males as well as ethnic groups and elderly persons.

Lerer, Lawrence and Siegel, Jane. Final Report: Executive Summary Women in New Careers (WINC), Washington, D. C.: U. S. Department of Health, Education and Welfare, U. S. Office of Education, Bureau of Occupational and Adult Education, March 1, 1976.

This report presents the results of the Women in New Careers Project (WINC) sponsored by the Bureau of Occupational and Adult Education of the U. S. Office of Education. It was designed to test the feasibility of developing a program which would make available to women opportunities for training in non-traditional blue-collar areas. Under the sponsorship of the project, 55 women entered CETA training programs in auto mechanics, auto body fender repair, building maintenance, business machine repair, carpentry, drafting, electronics, machine tool, meat cutting, painting, printing, and welding.

Appendix A to the document, entitled "Key Steps to Implement a WINC-type Project" has implications for the monitorship of projects in vocational education.

Massachusetts Department of Education. A Guide for the Evaluation of Instructional Materials under Chapter 622. Boston: Commonwealth of Massachusetts Department of Education, Undated.

This booklet has been designed to aid administrators and teachers to identify sex and racial stereotyping in materials presently in use and to evaluate materials prior to purchase. According to the writers, the process is most effective when members of teaching teams or departments can meet together and analyze actual classroom materials in light of the guidelines. Group analysis will not only cover more materials but also provide an opportunity to increase teacher awareness of the negative effects of sex and race stereotyping on students. Users are invited to duplicate materials in the booklet as they may find them useful.

Massachusetts Department of Education. Kaleidoscope 13. A Special Issue: What To Do About 622. Boston: Commonwealth of Massachusetts Department of Education, Winter, 1975.

This volume is devoted to helping teachers and administrators develop programs that creatively interpret Chapter 622, the State law that prohibits discrimination in the schools on the basis of sex, race, religion, color and national origin. The majority of the programs identified focus on ways of expanding opportunities for students in areas that were either formerly closed to them or limited for them because of their sex. The articles included in the volume are about voluntary efforts to extend the meaning of "equal educational opportunity" in Massachusetts.

Massachusetts Department of Education. 622 Regulations. Boston: Commonwealth of Massachusetts Department of Education, Undated.

This document covers the purpose and construction of the regulations; regulations as they apply to school admissions, to admission to courses of study, to guidance, to curricula, to extra-curricular activities, to facilities, and they cover the encouragement of active efforts on the part of local school districts, establish a complaint procedure, and establish the private individual's right to seek enforcement of Chapter 622 in any court or administrative agency of competent jurisdiction.

Massachusetts Department of Education. Title IX and Chapter 622: Compliance Guidelines for Public Schools. Boston: The Commonwealth of Massachusetts Department of Education, Undated.

This pamphlet was compiled to assist local education agencies in complying with the requirements imposed by the federal government

(Title IX of the Education Amendments of 1972, 20 U.S.C. ss. 1681 et. seq., and the implementing regulations). The authors caution that the pamphlet does not cover every regulation, but is designed to touch upon and clarify the major points contained in the two sets of regulations directly applicable to public schools.

Mathews, David. HEW News. Washington, D. C.: U. S. Department of Health, Education, and Welfare, March 16, 1976.

This issue of the HEW News contains a statement by David Mathews, Secretary of HEW, about a proposed procedural regulation for civil rights enforcement. Secretary Mathews withdraws from a proposed regulation to investigate complaints of discrimination on a discretionary, selective basis. He establishes Department policy to seek a timely resolution of every complaint received. Mathews announces his support for substantial staff increases for the HEW Office of Civil Rights. He has asked for 150 additional positions in 1977 to assist the Department in fulfilling its civil rights responsibilities.

Matthews, Esther E. Personalizing Occupational Freedom for Girls and Women. New Brunswick, New Jersey: Rutgers, the State University, 1970. ED 075 734.

The project reported in this document was an effort to address some of the salient issues related to the occupational status of women in American society. Matthews has suggested ways in which the professional counselor could personalize occupational freedom for women. For instance, providing a community learning center would encourage the emergence of vocational evaluation in people at their own pace. Matthews employed tape excerpts to analyze the importance of self-concept and self-study to vocational development. She stresses the experiencing of process rather than of content as the key to vocational exploration. Included are the comments of a panel of reactors consisting of a female attorney, housewife, female engineering student, female personnel manager, and a male professor. The document includes remarks from the question and answer session following the remarks of the reactors.

Matthews, Martha and McCune, Shirley. Complying with Title IX Implementing Institutional Self-Evaluation. Washington, D. C.: U. S. Department of Health, Education, and Welfare, 1975-76.

An excellent document which will contribute much to the monitorship of federal education projects for sex bias and sex-role stereotyping. Includes extensive checklists for self-evaluation on all aspects of Title IX.

Mazingo, Sherrie. "Women: From Dolls to Degrees--to Disillusion." Women at Work. Raleigh, North Carolina: Center for Occupational Education, Career and Vocational Education Professional Development Report No. 16, 1974.

Discusses in some depth that "girls start off better and end up worse." Discusses poor self-concept and denigration of other females. Mazingo's premise is that it is time to stop talking about what is to be done and start asking "how is it to be done?"

McCoy, Vivian and Cassell, Phyllis. Career Exploration Workshop for Women: Leader's Manual. Lawrence, Kansas: University of Kansas, Student Services, Division of Continuing Education, 1974.

This career education workshop for women is divided into six three-hour sessions; the leader's manual duplicates the participant's, with the addition of suggested procedures and appropriate remarks, and a listing of resources. Although the leader is encouraged to adapt the presentations, the basic order of the workshop should be retained, as it is planned to help a participant progress from awareness to exploration, reality-testing, decision-making, and action. Each session has several objectives, focuses on more than one area of personal and career development, and utilizes a wide variety of teaching and self-exploratory techniques such as films, role-playing, inventories, readings, exercises, and discussion.

Assignments to be carried out between sessions are introduced; and later analyzed and utilized. Following is an example of at least one major objective for each of the six sessions: (1) to examine scripting and to practice strategies for surmounting roadblocks to career choice; (2) to analyze personal strategies for balancing home and job responsibilities and to begin life-planning;(3) to test individual likes and dislikes about the work environment and examine their impact; (4) to identify job preferences and competencies; (5) to research three occupations; and (6) to establish timelines.

McCoy, Vivian, and Cassell, Phyllis. Career Exploration Workshop for Women: Participant's Personal Portfolio. Lawrence, Kansas: University of Kansas, Student Services, Division of Continuing Education, 1974.

This participant's portfolio contains a wide and rich variety of resource materials, tests, exercises, and activities designed to provide an orderly process for self-understanding and an understanding of the world of work, in a six-session career workshop for women. Moving step-by-step through the workshop sessions and through between-session assignments should help the participants to achieve the goals of the workshop.

McCune, Shirley D., Project Director. Education for Survival, Final Report, Sex Role Stereotypes Project. Washington, D. C.: National Education Association, 1973.

This document represents an empirical approach to determining how sex role stereotypes are manifested in the schools. The project placed an emphasis on expanding the resources of the project and incorporating activities within the existing programs of other organizations and groups. The first section of the publication deals with (1) analyzing how classroom activities perpetuate sex role stereotypes, including the socialization process; schools and sex role stereotypes; textbooks and instructional materials; segregated schools and student groupings; teacher behavior; physical education and health education; counseling and guidance; women's status in the profession; and extra-curricular activities; (2) identifying and utilizing resources for change; (3) identifying material that will increase teacher awareness; and (4) initiating cooperative dissemination efforts among individuals and groups.

McCune, Shirley. Telephone Survey: Efforts of State Education Agencies to Comply with Title IX. Washington, D. C.: Resource Center on Sex Roles in Education, May 13, 1976.

The data contained in this document were gathered through telephone calls placed to 51 state agencies on May 11, 12 and 13, 1976. The survey results indicated that 13 states had not made published notification of the name of the staff member designated with the responsibility of internal compliance. Of these 8 states acknowledged that notices had been sent out within the past ten days. Nineteen (19) states were not in compliance in that specific notification had not been sent to employees which outlined the agency's specific nondiscrimination requirements under Title IX. In at least fourteen of these instances, the states had not ignored the responsibilities of notification of personnel, but rather had given general notification of nondiscrimination policies as required by all federal and state antidiscrimination laws. Nine (9) states had not initiated efforts for institutional self-evaluation, although such a study is quite complex, and these states will be out of compliance with Title IX Regulations as of July 21, 1976. Eight (8) state agencies had not moved to establish grievance procedures for the handling of complaints of discrimination. This procedure must be established, also, by July 21, 1976. Thirty-two (32) state agencies had moved beyond the requirements of the Regulation, however, by providing technical assistance to local education agencies, conducting training programs, implementing affirmative action programs, or otherwise demonstrating their commitment to women's equity.

McEaddy, Beverly Johnson. "Women in the labor force: the later years." Monthly Labor Review. Vol. 98, No. 11. November, 1975.

This document provides statistical coverage of the labor force participation of women 55 years of age and older.

Mednick, Martha T. Motivational and Personality Factors Related to Career Goals of Black College Women. Final Report. Washington, D. C.: Howard University, 1973. ED 081 408.

The major purpose of this study was to explore the innovativeness of the career goals of black college women as related to selected background, attitudinal, and motivational factors. The level of career aspiration of black college women was investigated. Level of aspiration was defined as the extent to which a career choice was nontraditional for women. All 413 subjects of this survey were paid volunteers. The level of aspiration was found to be unrelated to achievement related motivation. Innovators and traditionals were similar in their sex role attitudes--they planned to combine family and career goals in a two-role model. Innovative women perceived their careers in terms of self-fulfillment. Questionnaire and fantasy measures were used. Appendices include the methods and procedures, a list of major fields and occupational aspirations, the survey instrument, and references.

Mellown, William E.; Tack, Martha; and Peelen, Jean. Educational Equity: Strengthening the S.E.A.'s Ability to Identify Opportunities for Women. Washington, D. C.: U. S. Office of Education, Bureau of Occupational and Adult Education, 1976.

This report was based on an activity supported by the U. S. Office of Education by way of a grant to the Alabama State Department of Education; and, ultimately, sub-granted to the University of Alabama. Five conferences were funded under the grant: an initial inter-state one which focused on the status of women's education in public schools, a separate conference in each participating state (Alabama, Mississippi, and Louisiana); and a final conference designed to evaluate the preceding ones and to finalize recommendations for action to be taken to advance opportunities for women. One outgrowth of the overall activity is a document, Educational Equity Model, intended for use by State education agencies in assuring education equity for all. The model is very process oriented and, unfortunately, lacks goals or statements of desired outcome that would yield to measurements based on the qualitative aspects of the processes being recommended. It probably could be useful if these very crucial aspects were added.

Michaels, James W. and McCulloch, Donna H. Rationale and Design for Reducing Sex Differences in Occupational and Educational Attainment by Strengthening Across-Sex Peer Influences. Baltimore, Maryland: Johns Hopkins University, Center for the Study of Social Organization of Schools, May, 1975. ED 114 754.

Major sex differences in occupational and educational attainment are summarized and a rationale and supporting evidence presented for reducing such sex differences by strengthening across-sex task interaction and reward interdependence in school classrooms, thus strengthening across-sex peer influence. An experimental design is suggested, though not implemented, which would analytically separate the effects of cooperative and competitive task interaction from those of positive and negative reward interdependence. Thus, it is hypothesized that both task interaction and reward interdependence would contribute to strengthening across-sex task-related interaction outside of the formal task-reward setting. Appendix A includes student self-report measures of the dependent variables of interest, and Appendix B discusses several problems encountered in reviewing the literature on sex differences and sex discrimination.

Minnesota State Department of Education. A Model to Eliminate Racism and Sexism in Education through the Selection, Revision, and Development of the Instructional System. St. Paul: Division of Planning and Development, Equal Educational Opportunities Section, June, 1975.

A highly sophisticated document dealing with the ethics and morality of racism and sexism in education. Highly suitable as a guide for workshops and inservice training sessions, but may be a bit sophisticated to "stand on its own." In justifying corrective activity, the document deals with student outcomes which may be the desired results of a racist-free and a sexist-free learning environment.

It deals with the review of materials for racism and sexism and provides a system for the analysis of educational materials on both conceptual and ethical dimensions. It then suggests a system for judging the relative fit of the materials to the nature and level of the student outcome desired. For example, if an outcome is desired at a "synthesis" or "application" level, then a rote method for student conceptualization would be highly inappropriate. The document also encourages the examination of a learning environment for its hidden curriculum as reflected in its policies, practices and procedures; its facilities and finance; its student services; its parent-school relations; its contract and hiring practices; and its systems of power and decisionmaking.

Mixer, Madeline H. "The Composition of the Nation's Labor Force." Women at Work. Raleigh, North Carolina: Center for Occupational Education, Career and Vocational Education Professional Development Report No. 16, 1974.

Covers an overview of the history of women and work beginning with World War II; statistics concerning women in the labor force today; myths about women workers; why women work; and projects a forecast for the future.

Moore, Kathryn M. The Cooling Out of Two-Year College Women, 1974.
ED 091 021.

This paper, presented at the annual meeting of the American Educational Research Association in Chicago, Illinois, in April 1974, identifies factors which function to cool women out of a straightforward, unblocked, and open pursuit of their career choices and life plans, factors which were sought in interviews with women in four two-year colleges. The factors were found to be: parents, counselors, uncontrollable circumstances, and the two-year insitutions. Although the women did not perceive the college as an obstacle or hindrance, it appears that two-year colleges are continuing to perpetuate sex stereotyped curricula, such as secretarial and child study, while impassively discouraging women from entering the male-dominated majors.

The National Council of Teachers of English. "Guidelines for Combating Sexism in Language;" "Guidelines for Women's Studies, Grades 1-12;" and "Guidelines for Publications." Urbana, Illinois: National Council of Teachers of English, 1971.

A series of brochures sponsored by the Executive Committee and the Board of Directors through their Committee on the Role and Image of Women in the Council and the profession. The Committee was charged, in part, with making recommendations for positive change regarding women who teach English and the language arts. The brochure on women's studies, in particular, deals with educational processes and the resulting effect on women students.

National Education Association of the United States. Combating Discrimination in the Schools: Legal Remedies and Guidelines. Washington, D. C.: The National Education Association, 1975.

Each of the brief chapters outlines one major anti-discrimination law or regulation, specifying what it prohibits, who enforces, and how complaints should be made. The second part of each chapter notes which specific kinds of inequities the law or regulation has proved most useful in remedying and offers suggestions for increasing the strength of the complaint should you decide to file one. In the appendices are a series of questions to help determine the degree of racial and sexual discrimination in a school and a listing of publications and organizations which may be helpful in combating that discrimination. Covers Title VI of the Civil Rights Act of 1964; Title VII of the Civil Rights Act of 1964; Executive Order 11246; Equal Pay Act of 1963; Title IX of the Education Amendments of 1972; and Titles VII and VIII of the Public Health Service Act. Appendices cover school leadership and personnel; school and class assignment; curriculum development and materials; counseling and guidance programs; sports and extra curricular activities; and teacher and school staff behavior. Also includes a list of sources of help.

National Education Association. Evaluating Sexism in your School: An Outline for a Study of Sex Role Stereotypes in Schools. Washington, D. C.: National Education Association, Undated.

This outline includes sections on (1) the census of the school population; (2) curriculum; (3) curriculum development; (4) in-service training; (5) school personnel; (6) the school budget; (7) evaluation of curriculum and instructional materials; and (8) How sexist am I as a Counselor? or Teacher?

North Carolina Department of Public Instruction Research and Information Center. Eliminating Sex Discrimination in Schools, A Source Book. Raleigh, North Carolina: State Department of Public Instruction, May, 1975.

An excellent sourcebook that covers aspects of sex-role stereotyping, and offers suggestions for its elimination. Document has sections on: (1) non-sexist language; (2) sexist humor; (3) sex bias in instructional materials; (4) sex differences in academic ability and school achievement; (5) sex bias in physical education and athletics; (6) sex bias in occupational education; and (7) sex bias in high school guidance and counseling.

Part II of the source book covers the status of women among school board members and educational employees, and Part III provides suggestions and resources for eliminating sex discrimination in the schools, including a test for teachers entitled "How Sexist are You?"

O'Dell, Frank, and Others. "Careers: A Group Guidance Program for Girls." ED 112 282.

This report, presented at the annual convention of the American Personnel and Guidance Association in 1973, is based on a project designed to use group process techniques in meeting the career development needs of girls and in dealing with the limiting aspects of female stereotyping. The project consisted of 10 one-hour sessions. The objectives were to give high school girls an opportunity to get to know themselves better, develop an understanding of the limitations of sex-stereotyping, acquire better decisionmaking skills and appreciate the need for career and planning information. Basic tenets behind the project were: (1) career development is a process not an event; (2) career development is a personal process of great importance--developing an understanding of the career decision as a unique event was a component of the project; (3) career development is essentially a socially-bound process-- the limiting aspects of female stereotyping, the occupational person concept, and the role of personal values were topics; (4) young people experience a great deal of anxiety in connection with career choice but still spend little time in career planning; (5) change is the dynamic condition under which career decisions are being made, thus decisionmaking skills received special attention; (6) the essence of career development is experience, so role-playing, simulations and gaming were the primary techniques used in the project.

Olds, Sally Wendkos. The Mother Who Works Outside the Home. New York: Child Study Press, 1975.

Issues confronting the working mother are explored, including child care, career counseling, family relationships, the one-parent family, and the troubled child. Readers are told that there are almost no constant differences found between the cildren of employed and unemployed mothers. Children develop best when the mother herself is satisfied with what she does, whether she is staying at home or working. Working mothers are encouraged not to feel guilty about spending less time with their children than their stay-at-home counterparts, whether they need to work or not. Quality, rather than quantity of maternal child care is stressed. Tips are offered to help the employed mother organize her life more easily and satisfactorily. Additional sources of help for working mothers such as agencies, organizations, and books of special interest are mentioned.

Pennsylvania Department of Education. Self-Study Guide to Sexism in Schools. Harrisburg: Pennsylvania Department of Education, Box 911, 1975.

Pierce, William F. "Statement Before the Subcommittee on Elementary, Secondary, and Vocational Education Committee on Education and Labor, U. S. House of Representatives." Washington, D. C.: The U. S. Office of Education, Bureau of Occupational and Adult Education, 1976.

Pierce, Deputy Commissioner of Occupational and Adult Education, identifies the following problems concerning the enrollment of women in vocational programs:

--the concentration of women in four occupational areas--health, consumer and homemaking, gainful home economics, and office occupations--and generally in the lower paying segments of these occupations.

--the lack of flexible scheduling of programs which would offer women, particularly those who are heads of households and/or have pre-school aged children, the opportunity to enroll in higher level skill training programs.

--guidance counselors and guidance materials which promote sex stereotyping.

--the traditional attitudes in our society, which are often reflected in our schools, that it is neither appropriate, important or necessary for women to participate in traditionally male-dominated education programs.

Poloma, Margaret M. and Garland, T. Neal. "The Married Professional Woman: A Study in the Tolerance of Domestication." Journal of Marriage and the Family. August, 1971.

A study of the dual profession family which was carried out with the assistance of the Lena Lake Forrest Fellowship granted by the National Association of Business and Professional Women's Clubs, Washington, D.C. This article presents an argument that underlying the discriminatory evidence uncovered by researchers on sex roles is an institution of our family system. It is the family that stands in the way of a woman's career advancement and which is perhaps a major factor in employers' discriminating against women. The demands of the home and family make it impossible for married women (and the majority of employed women, both professionals and nonprofessionals, are married) to compete with their male colleagues who are not burdened with the daily routine of homemaking. Research evidence is strong that the young single girl, being constrained by her socialization for the traditional feminine role is fettered by the marital institution long before she says, "I do."

Prediger, Dale J. "A World of Work Map for Career Exploration." The Vocational Guidance Quarterly, Vol. 24, No. 3., March, 1976.

This article breifly describes the development, characteristics, and use of the World of Work Map and the associated American College Testing Program Occupational Classification System (ACT-OCS). The main purpose of the map and ACT-OCS is to provide persons at an early stage of career planning with an overview of the world of work and to help them identify personally relevant occupational options.

Prediger, Dale J. Vocational Interest Experience and Skill Assessment (VIESA). Boston: Houghton Mifflin, 1977.

VIESA is a self-scored set of inventories for helping students in grades 8-12 translate information about themselves into career options. It provides (1) a standardized interest inventory using sex-balanced scales; (2) a structure to guide students in self-appraisal of their skills; (3) a standardized experience inventory covering areas related to interests; (4) fully integrated assessment and reporting procedures based on the data, ideas, people, and things work task dimensions; (5) The World of Work Map and Job Family Charts covering more than 650 occupations and over 95% of the U. S. labor force; and (6) cross-referencing to the Dictionary of Occupational Titles and the Occupational Outlook Handbook.

Prediger, Dale J. and Cole, Nancy S. Sex-Role Socialization and Employment Realities: Implications for Vocational Interest Measures. ACT Research Report No. 68. Iowa City, Iowa: ACT Publications, 1975. ED 112 271.

Methods for reporting vocational interests which do and do not reflect sex-role stereotypes are examined. Interest inventory validation procedures based on the prediction of occupational preference and group membership are shown to favor inventories providing scores that reflect past sex-role stereotypes and current employment inequities. Reporting and validation procedures minimizing these shortcomings are suggested. These procedures, which are supported by past practice and recent research, result in similar distributions of career options for men and women. Finally, career counseling problems arising from the confounding of reports of human interests with current employment realities are discussed.

Pucinski, Roman S. "Women in the World of Work." Women at Work. Raleigh, North Carolina: Center for Occupational Education, Career and Vocational Education Professional Development Report No. 16, 1974.

A general overview of the current situation with respect to women and work. Covers projections of demand for women workers in unusual occupations, the insufficient numbers of women prepared for employment in given fields, and unequal pay for women. Pucinski says: "The Fair Employment Practices Commission has laid down some strict rules on job discrimination against women. You need no longer prove an employer has antagonism toward women workers or discriminates in pay. You need only prove that a 'pattern of practice' exists--that male workers receive more pay for the same work than women, or that only men are being hired, despite applications from qualified women. 'Pattern of practice' is a meaningful formula. Enforcement of this rule, along with more meaningful training opportunities for young women, should close the career gap between male and female workers."

Random House, Inc. *Guidelines for Multiethnic/Nonsexist Survey*. New York: Education Division Guidelines Committee, 1975.

Guideline sections relate to the portrayal of characters in books and instructional materials; in art work; in language; and in overall perspective. Also provides for a survey to be completed by Random House Editorial Staff in order to survey the multiethnic/nonsexist portrayal in manuscripts and in art. Interesting survey provides for the quantification of treatment of ethnic groups, and males and females.

Resource Center on Sex Roles in Education. *Sexism and Schools an Overview*. Washington, D. C.: National Foundation of Education of the National Education Association, No date.

This document first focuses on the manifestation of sexism in education as observed in higher education (status of women faculty, student policies and practices, and reflections of dual cultures in disciplines and professions), in Elementary-Secondary Education (textbooks and instructional materials, race and sex segregated schools and school groupings, school personnel behavior, physical education and competitive sports, counseling and guidance, and the status of minorities and women in education), and in educational systems. It outlines steps for the reduction of sexism in education, available change strategies, and issues for consideration.

Roby, Pamela Ann. *Vocational Education and Women*. California: University of California at Santa Cruz, May, 1975. ED 112 155.

One of the first, and quite responsible, critiques of the extent to which women have been recognized and treated in vocational education research, recent statistics and laws concerning women and equal pay; the barriers to equal service to women by vocational education (including admission barriers, enrollment barriers, instructional barriers, and counseling barriers.) Dr. Roby recommends changes in federal legislation, changes in federal and state policies and practices, changes in local educational policies and practices, and changes in the focus of research and development activities.

Ruina, Edith, Ed. *Women in Science and Technology*. Cambridge, Massachusetts: Massachusetts Institute of Technology, May, 1973. ED 095 293.

The ultimate aim of this workshop on Women in Science and Technology was to stimulate parents and daughters to explore technical and scientific careers. Approximately 100 men and women from diverse organizations (industry, governmental agencies, non-profit institutions, Federal and State agencies, public schools, special vocational schools advisory committess, women's organizations, and universities) attended the forum. The focus of the program was primarily on secondary schools and employing institutions in that they seemed most directly related to women's occupational decisions and opportunities. The employer's contribution to the supply of women in technical and scientific occupations was perceived as the attraction and retention of women employees and communication and interaction with educational and other institutions. Participants emphasized that the secondary schools' objectives are not and should not be limited to occupational preparation; students need to become aware of manpower projections. demographic factors, combining family/work roles, women in the labor force, and continuing education. Specific suggestions are directed to school administrators, teachers, counselors, parents, and peer groups. The report includes a summary of the remarks of workshop speakers representing the areas of employment (management viewpoint), labor force, education, and psychology and counseling.

Sandler, Bernice, Director. Federal Laws and Regulations Concerning Sex Discrimination in Educational Institutions. Washington, D.C.: Association of American Colleges, The Project on the Status and Education of Women, October, 1972.

This document represents a succinct analysis of the legal provisions governing sex discrimination in educational institutions. Covers Executive Roder 11246, as amended by 11375; Title VII of the Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972; the Equal Pay Act of 1963, as amended by the Education Amendments of 1972 (Higher Education Act); Title IX of the Education Amendments of 1972 (Higher Education Act); and Title VII (Section 799A) and Title VIII (Section 845) of the Public Health Service Act, as amended by the Comprehensive Health Manpower Act & the Nurse Training Act of 1971.

For each applicable piece of legislation, the document gives the effective date, which institutions are covered, what is prohibited, exemptions of coverage, who enforces the provisions, how a complaint is made, whether complaints of a pattern of discrimination can be made as well as individual complaints, who can make a complaint, time limit for filing complaints, whether investigations can be made without complaints, whether the entire institution can be reviewed, record keeping requirements and government access to records, enforcement power and sanctions, whether back pay can be awarded, affirmative action requirements, coverage of labor organizations, whether harrassment is prohibited, notification of complaints, confidentiality of names, and whom to contact for further information.

Scott, Foresman and Company. Guidelines for Improving the Image of Women in Textbooks. Glenview, Illinois: The Sexism in Textbooks Committee of Women at Scott, Foresman. September, 1972.

Defines sexism and textbooks that are sexist. Describes general guidelines for text and illustrations under the headings of: (1) the actions and achievements of women should be recognized; (2) women and girls should be given the same respect as men and boys; and (3) abilities, traits, interests, and activities should not be assigned on the basis of male or female stereotypes. Provides recommendations for avoiding sexist language such as (1) the omission of women, (2) the demeaning of women; and (3) sex-role stereotyping.

Sedeka, Janice B. "Why Not a Woman?" American Education. Washington, D. C.: U. S. Office of Education, December, 1976.

A feature story on the Women in New Careers project operated by CONSAD Research Corporation under contract with the U. S. Office of Education. The project attempts to institutionalize a concept that has gained nationwide momentum: vocational choice without sex stereotyping.

WINC had three major goals: (1) to identify attitudinal barriers to the employment of women in so-called "nontraditional" jobs; (2) to assist a pilot group of women in five separate locations to enroll in nontraditional training (and to find them training-related jobs when they have completed their training); and (3) to increase an awareness of women's aptitudes and potential: among themselves, their families, counselors, instructors, job developers and employers. The project operated in Baltimore, Cincinnati, Phoenix, Denver and Miami.

Among the materials developed is a student workbook which includes self-concept and self-awareness exercises, identification of worker characteristics, job satisfaction and goal achievement checklists, on-the-job problem solving, and exercises designed to help women develop more assertive behavior.

Role playing sessions covered such diverse problem areas as worker group relations, child care arrangements, legal rights of women to equal pay and promotions, coping with verbal abuse, the impact upon family life of the working wife and mother, and getting used to noise and dirt. Although WINC staff members emphasized the positive side of new careers for women, the problem-oriented role playing approach lends a real-life dimension to the experience of preparing for work.

Seigel, Jane. Why Not a Woman? Pittsburgh, Pennsylvania: CONSAD Research Corporation, 1976.

Brochure prepared as a part of Women in New Careers Project (WINC) funded by the U. S. Office of Education. Discusses job inequality as related to salary levels, job distribution, union membership, and unemployment. Takes a look at recent progress, at economic myths and realities, and myths having to do with women's capabilities and job interests. Outlines what different populations--including employers, unions, schools, women, and the community as a whole--can do to assist women to reach their full employment potential. A final report of the project will soon be accessible in the ERIC system.

Silver Burdett Company. Guidelines for the Fair and Accurate Representation of Women and Minorities. Morristown, New Jersey, 1976.

Provides criteria for the development of sensitivity in educational materials to (1) the treatment of the sexes in subject matter, roles, and language; and (2) for the treatment of minorities in subject matter, roles, and language.

Simmons, Barbara Lett. "Should Women Have Equal Education and Employment Opportunities?" Women at Work. Raleigh, North Carolina: Center for Occupational Education, Career and Vocational Education Professional Development Report No. 16, 1974.

As a black woman, Simmons questions whether women have answered the "larger question of whether we really want to share equally in a sexist, racist, classist, materialistic, amoral society." She contrasts the ideals of a democracy reflected in our founding documents with the reality in which women and minorities find themselves. She speaks of the participation of women and minorities in their own victimization.

Simpson, Elizabeth J. "Career Education--Feminine Version." Women at Work. Raleigh, North Carolina: Center for Occupational Education, Career and Vocational Education Professional Development Report No. 16, 1974.

Dr. Simpson discusses the differences in values and the rewards that accrue to women and men in the society, based on their attractiveness, their smartness. Focuses on the desire of women in this day and time to be "full human beings" with all the rights to be different from one another as are accorded men. Recommends that we take eleven immediate steps in education.

Smith, Amanda J. "Stamping Out Sex Stereotypes in North Carolina." American Vocational Journal, April, 1976.

A report on the "New Pioneers Project" to eliminate sex stereotyping in vocational education in North Carolina. Results, 20 months later are: a 20% increase of women enrolled in agriculture, almost 700 more girls in trade and indsutrial education, and 1,300 more boys in home economics. Smith says that "Sex discrimination is that which is against the law--obvious stuff like unequal pay or outright banning of students from courses. It's bad but also relatively rare. A unit might be in total legal compliance with Title IX and still have very traditional enrollment because it has given no thought to something more interesting, more potent, and important: sex bias. Sex bias is the underlying network of assumptions that says that men and women should be different, not only physically but in their tastes, talents, and interests. Every single one of us is biased, even those of us who are paid not to be."

Southwestern Publishing Company. Guidelines: Fair and Balanced Treatment of Minorities and Women. Cincinnati, Ohio, Undated.

Covers something of the history of treatment of women and minorities in textbooks and instructional materials and provides guidelines for language usage and content in future publications by the publisher.

Stebbins, Linda B.; Ames, Nancy L.; and Rhodes, Ilana. Sex Fairness in Career Guidance: A Learning Kit. Cambridge, Massachusetts: Abt Associates, Inc., 1975.

A self-instruction package for becoming sensitized to sex bias and eliminating it in administering career guidance. May be used in solor or can form the nucleus of a counselor education course or inservice training program.

Introduces the dual role system which limits career and other life choices for both men and women in our society. Proposes a comprehensive sex-fair guidance program, providing perspectives on sex-fairness in the counseling process and recommending activities for such a program. Trains counselors to identify sex bias in career interest inventories and provides remedial measures to minimize bias in administering, reporting and interpreting vocational inventories. Provides a resource guide to supplementary reading and audio-visual materials. It also includes a variety of supplementary materials for use by counselors and their clients.

Steele, Marilyn. Sex Discrimination and Sex Stereotyping in Vocational Education. Washington, D. C.: Testimony before the House of Representatives Committee on Education and Labor, Subcommittee on Elementary, Secondary, and Vocational Education, March 17, 1975.

Steele identifies the following factors as pertinent to unequal opportunities for women: (1) restrictive student enrollment practices in vocational education; (2) sex discrimination in staffing patterns in our educational systems; (3) sex discrimination on policy boards in vocational education; and (4) sex discrimination in instructional practices. She cites statistics on the economic status of women, enrollments in vocational education (1972); relative income of men and women graduates of vocational education programs (1970-71); relationships of instructional staff to administrators who are women in vocational education; employment of women in the universities and on policy boards for vocational education. Most statistics are based on the years 1970 through 1972. The study was conducted as a part of the broader Project Baseline study by Arthur Lee of Arizona.

Steiger, JoAnn M. Vocational Preparation for Women: A Critical Analysis. Springfield, Illinois: State of Illinois Board of Vocational Education and Rehabilitation, 1974.

This paper establishes for the Illinois Board of Education that schools are not preparing women for the real world. Steiger analyzes the related issues and presents recommendations for changes in the educational system to make it more responsive to the real needs of women students.

Steiger, JoAnn M. and Fink, Arlene. Expanding Career Horizons.
McLean, Virginia: Steiger, Fink & Kosecoff, Inc., 1977.

In cooperation with the Division of Adult, Vocational and Technical Education of the Illinois Office of Education, Steiger and Fink have developed a curriculum to expand the career horizons of young men and women to eliminate sex-role stereotyping in occupational education and to make students more realistic about their employment opportunities and rights. The curriculum addresses itself directly to students of both sexes (grades 7-14), and provides peripheral influence on teachers, school administrators and parents. The curriculum is characterized by being (1) directed towards both male and female students; (2) designed to open students' thinking to allow the consideration of every possibility of interest without regard to societal pressures to conform to sex role stereotyping; (3) designed not to portray women as role models as this could create unrealistic expectations when women students begin to make career choices; (4) designed to provide for activity-oriented learning activities to provide maximum involvement of students in the learning process; and (5) easily incorporated into any existing school curriculum, both vocational and non-vocational, by any classroom teacher.

The curriculum includes five fifty-minute lessons (including lessons on Sex Stereotyping, Laws Prohibiting Sex Discrimination, Labor Force Participation of Women, Wages and Cost of Living, and Guidance Tests.)

The teachers' guide contains background information and lists of supplementary materials for each lesson. The curriculum has been field tested throughout Illinois and will be disseminated to Illinois teachers through workshops during September and October of 1977.

Tanney, Mary Faith. "Face Validity of Interest Measures: Sex-Role Stereotyping." *Issues of Sex Bias and Sex Fairness in Career Interest Measurement*. Washington, D. C.: Department of Health, Education, and Welfare, National Institute of Education, Spring, 1975.

Tanney focuses on the face validity of interest measures--what the interest inventory appears superficially to measure rather than what it measures empirically; and whether, on the face of it, the content is acceptable to the test taker from the point of view of language used, situations described, and activities presented. She examines three of the most widely used interest inventories and looks at interest measurement, generally, in the light of standards established by the National Vocational Guidance Association and the American Psychological Association. No empirical data could be found to evaluate the hypothesis that the linguistic structure of inventory items does or does not influence results.

Temple University. *Women in Administrative Positions in Public Education*. Philadelphia: Recruitment Leadership and Training Institute of Temple University, July, 1974.

This Recruitment Leadership and Training Institute position paper was undertaken out of a conviction that women can and should be represented as administrators in greater proportion to their numbers in public education and out of a belief that concrete steps must be taken to remedy the present imbalance. The paper is based on material from professional publications dealing with sexism and the role of women in education; conferences of educators and interviews with people in government agencies, private and professional groups, and several school systems involved in reform efforts; reports on specific school systems; reports of special task forces; and on events at the federal level and in selected states. The major sections cover: data revealing sexual imbalance in administration; causes of sexual imbalance; various modes of response; affirmative action; and conclusions and recommendations.

Texas Education Agency. *Project EVE (Equal Vocational Education)*. Austin, Texas: Division of Occupational Research and Development, 1975.

The objective of this project, supported by the Division of Occupational Research and Development of the Texas Education Agency, was to develop a model which could be used by other school districts in Texas (the experiment was in the Sam Houston High School) to increase and maintain female enrollment in nontraditional vocational programs. (An original plan to recruit males for traditionally female vocational programs had to be abandoned because of limited resources and because the problems were not viewed to be the same for both sexes.)

The project model included: (1) providing information to all female students at the school about the educational and career opportunities available to them through vocational education; (2) recruiting females into traditional male vocational classes; (3) establishing support services for females who enrolled in these programs; (4) informing school staff, parents, and the general community about the career opportunities in these fields and women's ability to perform in non-traditional jobs; and finally, (5) improving the image of vocational education in order for it to be seen by students, parents, and teachers as a viable alternative to the academic program at the school.

During the first year of the project (1975-76), five females at the school enrolled in traditional male courses; during the second year (1976-77) fifteen females were enrolled (two of them in the second year of their programs).

Tittle, Carol Kehr and Denker, Elenor Rubin. Re-Entry Women--A Selective Review of the Educational Process, Career Choice, and Interest Measurement. New York: City University of New York, Institutefor Research and Development in Occupational Education, August, 1975.

Opportunities and barriers in postsecondary education for the mature woman are the focus of the first part of this review. Barriers including college restrictions, family resistance, and financial problems as well as attitudinal and self-concept characteristics are discussed. Opportunities are presented in a review of counseling considerations and programs which have been established.

Theory and research on career choice for women, expecially the "re-entry"woman, comprise the second section. The major theories are presented as well as the findings of recent research studies. The third section deals specifically with interest measurement for women. The issue of sex bias is discussed and recent research in the area is reviewed.

A summary and implications section is included as well as an extensive bibliography. The National Institute of Education Guidelines for Assessment of Sex Bias and Sex Fairness in Career Interest Inventories is appended.

Document covers the basic requirements of the legislation, self-evaluation and adjustment periods; required first year actions; assessments of interests and abilities; equal opportunity and what it means; the overall objective of Title IX regulations with respect to athletics, athletic scholarships, and the availability of assistance from the Office for Civil Rights.

U. S. Department of Health, Education, and Welfare. *The Rights and Responsibililies of Women: Recommendations of the Secretary's Advisory Committee on the Rights and Responsibilities of Women*. Washington, D.C.: Office of the Secretary of HEW, 1974.

A report on four areas of prime concern to women and the Department of Health, Education, and Welfare. These include: Title IX Regulations of the Education Amendments of 1972; national health insurance and its impact on the special health needs of women; social security's treatment of women; and career advancement for clerical and secretarial workers in the Department.

U. S. Department of Health, Education, and Welfare. "Sex Discrimination in Health-Related Training Programs." *Federal Register*, Vol. 40, No. 130, July 7, 1975.

Regulations for the administration and enforcement of Sections 799A and 845 of the Public Health Service Act. The amendments to the Public Health Service Act prohibit the extension of Federal financial support under Titles VII and VIII of that Act to certain specific health training schools and centers that fail to submit satisfactory assurances that they will not discriminate on the basis of sex in the admission of students to their health-related programs. They provide useful definitions of what constitutes discrimination in selection, testing, in prohibitions relating to marital or parental status, in preference to students from other institutions in admission as well as to what constitutes discrimination in the provision of benefits and services. The regulations deal with financial aid; with inter-institutional programs, and with discrimination in employment with respect to federally funded training programs. They also define comparable recruitment and recruitment practices. The law nullifies any State or local law which discriminates in licensure for the sexes in the health professions and requires development and dissemination of a nondiscrimination policy, the designation of an employee responsible for and the adoption of grievance procedures.

U.S. Department of Health, Education, and Welfare. *Sex Roles: A Research Bibliography*. Washington, D. C.: Superintendent of Documents, U. S. Government Printing Office (DHEW Publication No. (ADM) 75-166), 1975.

This document compiles a selective bibliography of research conducted over the past decade and is directed toward social and behavioral scientists. The first category of research topics consists of descriptive studies of measured or observed sex differences in personality characteristics, cognitive functioning, game behavior, etc. The second category consists of studies on the origin of sex differences and development of sex roles. The third major category in the classification includes studies concerning the manifestation of sex roles: how sex roles are expressed within the social structure, and what the various roles of men and women are in such settings as the world of work, the family, and educational institutions. The fourth major category includes overviews and historical accounts of the relative status of the sexes in the United States and in other cultures and nations. The fifth category includes general reviews and theoretical position papers on the process of socialization and development of sex roles as well as methodological issues and concerns for research on sex roles. Animal studies were classified as developmental studies if they examined biological or sociocultural factors as determinants of sex differences. Some of these animal studies highlight aspects of social organization and socialization that result in differential behavior of the sexes.

U. S. Department of Health, Education, and Welfare. *Title IX Grievance Procedures: An Introductory Manual*. Washington, D.C.: U. S. Office of Education, Women's Program Staff, Undated.

This document was prepared for the Women's Program Staff under a contract to the Resource Center on Sex Roles in Education of the National Foundation for the Improvement of Education, Washington, D. C.

The purpose of the Manual is to suggest a structure within which education agencies and institutions may systematically review and evaluate their Title IX grievance procedures, and modify these procedures or develop new ones according to their needs. The manual is organized into sections which correspond to the progressive levels of understanding and decision making which should be brought to bear on the evaluation or development of a Title IX grievance procedure. The sections include: Grievance Procedures: A Review of the Basics; Evaluating or Developing a Title IX Grievance Procedure: Identifying Its External Context; Evaluating or Developing a Title IX Grievance Procedure: Considering its Internal Structure; Administering a Title IX Grievance Procedure: Ensuring Its Effectiveness; Title IX Grievance Procedures: The Role of the Title IX Coordinator; and Appendices: Sample Tools for Title IX Grievance Procedures.

U. S. Department of Health, Education, and Welfare. *Title IX Manual*. Washington, D.C.: Office for Civil Rights, Elementary and Secondary Education Division, September, 1975.

A manual on enforcing Title IX of the Education Amendments of 1972 in pre-school, elementary, secondary, and vocational schools, designed to be used by all Regional Directors, Education Branch Chiefs, Regional Attorneys and Elementary and Secondary Education Division Staff in their conduct of Title IX or Joint Title IX-Title VI/ESAA reviews, as well as in complaint investigations.

Document covers general information about Title IX; a checklist for self-evaluation with respect to Title IX; and requirements with respect to (a) designation of responsible employee and adoption of a grievance procedure, (b) dissemination of policy, (c) membership practices of certain organizations and significant assistance to organizations which discriminate on the basis of sex, (d) vocational schools--admission and recruitment, (e) course offerings (excluding physical education), (f) physical education, (g) single-sex schools (other than vocational), (h) treatment of pregnant students, (i) student services, (j) extra-curricular activities (excluding athletics), (k) athletics, (l) codes of conduct, (m) honors and awards, (n) employment practices and policies, and (o) textbooks and other curricular materials.

Document also covers planned review procedures by HEW including strategies for providing maximum coverage of Title IX, data collection and analysis, on-site reviews, remedies, and letters of findings.

U. S. Department of Health, Education, and Welfare. "Title IX Supplement." (a mimeographed paper). Washington, D. C.: Office for Civil Rights, Undated.

Lead-in material reads: This checklist results from consideration of a number of self-evaluation guides on Title IX. Responses to the statements should help determine areas of possible non-compliance with Title IX. Asterisked statements represent those which apply to most vocational programs; the remaining sections apply to the school within which the program exists and to area vocational education schools. Provides a list of resource guides that might be useful to persons charged with compliance with Title IX.

U. S. Department of Health, Education, and Welfare. "Women's Educational Equity Act Program." Federal Register, Vol. 41, No. 30, February 12, 1976.

Final regulations for the implementation of an educational program designed to support the provision of equal educational opportunities for women by educational institutions. The legislation is supportive in nature as opposed to enforcement in nature. It provides useful definitions of "career education," "sexism," "sex role socialization," "sex role stereotypes," and "socialization." Also defines "capacity building," and suggests different approaches to educational equity for women.

The Act authorizes the Commissioner to award grants and contracts for activities at all levels of education including the following activities related to educational equity for women: (1) the development, evaluation, and dissemination of curricula, textbooks, and other educational materials; (2) preservice and inservice training for educational personnel, including guidance and counseling personnel; (3) research, development and other educational activities; (4) guidance and counseling activities, including the development of tests which are nondiscriminatory on the basis of sex; (5) educational activities to increase opportunities for adult women, including continuing educational activities for underemployed and unemployed women; (6) the expansion and improvement of educational programs and activities for women in vocational education, career education, physical education, and educational administration; and (7) a program of small grants, not to exceed $15,000 each for innovative projects.

Priorities established at the national level in 1976, which were the subject of a good deal of national debate, could well provide States and local school districts with a starting point for their own programs to maximize opportunities for women in education and in other careers.

U. S. Department of Health, Education, and Welfare. *Women in Non-Traditional Occupations--A Bibliography*. Washington, D. C.: U. S. Office of Education, Bureau of Occupational and Adult Education, September, 1976.

As a part of its continuing effort to provide up-to-date information and resource materials to those persons involved or interested in the chan changing status of women in the world of work, the Bureau of Occupational and Adult Education of the U. S. Office of Education contracted with Koba Associates, Inc. to prepare this annotated bibliography of literature about women in non-traditional occupations. Intended as a reference document, the bibliography has been designed for use by vocational education directors at the state level, vocational education teachers, planning personnel and researchers, women's action and employment placement groups, employers, and unions.

The literature described in this document is available nationwide and includes magazine and journal articles, books, dissertations, pamphlets, brochures and government documents. With the exception of dissertations, unpublished literature is not included. In order to provide listings of the most recent and relevant literature and to ensure availability, only that published between January, 1970 and June 1976 has been cited.

U. S. Department of Labor. *Careers for Women in the 70's*. Washington, D. C.: Employment Standards Administration, 1973. ERIC Document Reproduction Service. ED 079 519.

This document reports that the number of workers needed for all major occupational categories is expected to increase by about one-fifth between 1970 and 1980, but the growth rate will vary by occupational area. Professional and technical workers are expected to have the highest predicted rate (39 percent), followed by service workers (35 percent), clerical workers (26 percent), sales workers (24 percent), craftsmen and foremen (20 percent), managers and administrators (15 percent), and operatives (11 percent), In order for women to take advantage of increased labor market demands, employer attitudes toward working women need to change and women must: (1) receive better career planning and counseling, (2) change their career aspirations, and (3) fully utilize the sources of legal protection and assistance which are available to them.

U. S. Department of Labor. Steps to Opening the Skilled Trades to Women. Washington, D.C.: Employment Standards Administration, Women's Bureau, June, 1974. ED 099 546.

Employers' and unions' acceptance in attitude and practice of the equal capacity of women to function in the skilled trades and other apprentice-type jobs depends upon knowledge of facts, actual experience, and understanding of equal opportunity laws, according to the authors of this document, which offers to employers first steps to take to increase the employment of women in the skilled trades, steps to take to better utilize women workers once they have been hired, and steps unions can take to open the skilled trades to women. Advice is offered to women on accelerating their entry into skilled trades, and special programs now underway to help women enter the skilled trades are enumerated and briefly described.

Veres, Helen C. Career Choice and Career Commitment of Two-Year College Women. Chicago, Illinois: Annual Meeting of the American Educational Research Association, April, 1974. ED 091 020.

The influence of the mother in affecting her daughter's willingness to commit herself to a career as well as her perceptions of appropriate occupational choices were studied in a random sample of students in a two-year comprehensive community college. Results of the study showed that no relationship existed between the work history of the mother and the career choice of the subject. The mothers of the group were typically employed in office work or in occupations relating to housekeeping skills and/or child care. The dimension of career commitment yielded significant positive relationships with the length of time the subject's mother had been employed and whether she was presently working. These observations tend to support a modeling influence of mother upon daughter. It is concluded that young women need exposure to a wider variety of role-models, as well as increased information, support, and encouragement from faculty and counselors concerning entrance into non-traditional occupational areas.

Verheyden-Hilliard, Mary Ellen. "Expanding Opportunities for the Reentry Woman: The Use of Interest Inventories with the Mature Woman." Issues of Sex Bias and Sex Fairness in Career Interest Measurement. Washington, D.C.: Department of Health, Education, and Welfare, National Institute of Education, Spring, 1975. ED 095 369.

The author's main concern is with the effects of the socialization process, which limits career expectations and aspirations for girls and women, and how these effects can be offset. She discusses the need for counselor awareness of and sensitivity to home-career conflict problems, time and age factors, sex-role research, and the full range of options the mature women might consider. She also points out that simple sex fairness followed by "benign neglect of the crucial effect of socialization" will not do the job. Affirmative action in instructional and interpretive materials, plus followup information and appropriate in-service training for guidance personnel, is urged.

Verheyden-Hilliard, Mary Ellen; Jordan, Carol; and McBride, Suzanne Turner. Sex Equality in Guidance Opportunities: Resources for Counselors, Teachers and Administrators. Washington, D.C.: American Personnel and Guidance Association, 1975.

The Sex Equality in Guidance Opportunities (SEGO) project was a coordinated national effort to provide technical assistance to help elementary and secondary school counselors and related educational personnel to recognize and change the detrimental and limiting effects of sex role stereotyping which prevent children from developing and utilizing their full capabilities. Fifty one counselors, the State Trainers of the SEGO project, were brought to Washington, D. C. for an intensive four-day training workshop in sex fair guidance practices and attitudes. The project developed a Multi-Media kit for the State Trainers to use for display and discussion in the local workshops. The kit also contains A Chance to Choose, a filmstrip on sex fair guidance produced by the project. Also, a handbook entitled A Handbook for Work Shops on Sex Equality in Education: Information, Activities, Resources for Educators, Students, and the Community is now available.

Vetter, Louise; Stockburger, David W.; and Brose, Christine. Career Guidance Materials: Implications for Women's Career Development. Columbus, Ohio: The Center for Vocational Education, June, 1974. ED 106 542.

This document reports the findings of an assessment of career guidance materials for the representation of careers for women. Covered in the study was all career guidance materials published since 1970 that were intended for high school use. The student materials listed in the Vocational Guidance Quarterly's "Current Career Literature" and in the two bibliographies prepared by the VT-ERIC Clearinghouse (one of noncommercial materials and one of commercial materials located during national searches by Peat, Marwick, and Mitchell) were selected as representative lists of materials available. Random samples, stratified on the basis of occupation depicted, were selected from the materials in each of the lists. More than 9,500 pages of text and 1,850 illustrations were analyzed in over 200 materials.

To a greater or lesser extent, almost all of the materials were found to be stereotyped. Approximately 75 percent of the illustrations of people of one sex were of men. This same percentage was found in the use of male proper names compared with female proper names. In both samples, the number of role models of men was significantly greater than the number of role models of women. In more detailed analyses, it was found that 33 percent of the men and 4 percent of the women were pictured outdoors. Men and women were illustrated and mentioned in significantly different proportions in the ten general census categories of occupations. Women were over-presented to a greater extent in the professional occupations category, although men were also over-presented in the professional category.

An attempt was made to develop a short form of the evaluation instrument to rate materials with respect to sex-role stereotyping, using some of the variables mentioned above. In comparing the ratings given thirty of the longer materials by raters knowledgeable of sex-role stereotyping but not familiar with the variables used in the instrument, a correlation of .68 was found. This agreement was felt to be high enough to warrant further use of the shortened form of the instrument and it is included in this report along with a socring procedure.

Vetter, Louise and Sethney, Barbara J. Women in the Work Force: Development and Field Testing of Curriculum Materials: Planning Ahead for the World of Work. Columbus, Ohio: The Center for Vocational and Technical Education, 1972. ED 072 175.

Describes the development and testing of a curriculum unit, "Planning Ahead for the World of Work," designed to aid secondary school girls in making career plans which are consistent with their interests and capabilities and with the realities of the world of work.

Major conclusions from the unit were: (1) students gained information about the world of work and about women's roles in employment; (2) students' attitudes changed in the direction of greater acceptance of the challenges of employment and greater acceptance of employment after marriage; (3) students showed no significant change in choices of occupation; (4) no significant change was recorded in planning for some labor force participation, most probably because of the high level of such plans on the pretest; and (5) students indicated more plans to work after children begin school and after children are grown.

118. Walker, Yvonne Kimmons and Others. Evaluation of the Availability and Effectiveness of MDTA Institutional Training and Employment Services for Women: Final Report. Falls Church, Virginia: Exotech Systems, Inc., 1974. ERIC Document Reproduction Service, ED 095-278.

This document represents the concluding phase of a two-part study analyzing data to determine the impact of institutional training on women. It is an exploratory data collection effort to assess factors which appear to affect the performance of women during institutional training in 12 sites. Skills center staff and employment service personnel were interviewed. Questionnaires were administered to a sample of students attending classes at the time of the field review, and data were collected from records of a sample of previous enrollees to provide information on enrollee characteristics, completion, and placement rates. Data collected point up major findings concerning women in manpower programs. (1) Female trainees are generally being trained in the same occupation as that of their last full-time job. (2) There is little enrollment of trainees in courses traditionally reserved for the opposite sex. (3) Manpower training for women is directed primarily toward upgrading previously acquired skills and affords few opportunities for training in alternative occupations. (4) There is evidence of stereotyping in training placement of female enrollees--by both personnel and trainees themselves. Other relative findings show lower average wages and narrower ranges of training choices for women. A four-page summary of the complete MDTA Project has been included.

119. Walker, Yvonne Kimmons and Others. Evaluation of the Availability and Effectiveness of MDTA Institutional Training and Employment Services for Women: Reanalysis of the MDTA Outcomes Study. Falls Church, Virginia: Exotech Systems, Inc., 1974. ERIC Document Reproduction Service, ED 095-279.

This document represents an integral part of a study undertaken as an evaluation of the impact of institutional training on women. The reanalysis of data for the Manpower Development Training Act (MDTA) outcome study, using measures such as job placement, length of training, post-training income, and the completion of training, indicates that in some ways the MDTA training has been at least as successful for women as for men. These ways include: (1) females were more likely than males to use their acquired training in post-training employment (females-62 percent, males-39 percent), (2) females experienced highest incremental earning across all training periods and occupational categories (females-$968, males-$692), (3) more female trainees (39 percent)than male trainees (32 percent) felt that MDTA's training helped them get a job. In the following areas of the training women did not fare as well (1) a larger percentage of females (15 percent) than males (9 percent) were found to have reported no post-training earnings, and (2) females showed a lower correlation than males between months in training and large salary increases.

120. Wells, Jean A. Counseling Women for Careers in Business. Washington, D.C.: U. S. Department of Labor, Employment Standards Administration, Women's Bureau, August, 1973. ERIC Document Reproduction Service, ED 092-798.

Women's relatively poor representation in the top and middle levels of business necessitates renewed attention and action. Labor market demands are changing, and two major forces prevail: more women are looking for new fields of employment, and more businesses are seeking "qualified and promotable" women. Cooperative education programs are needed to channel women's interests into these new areas. Attention should also be paid to women already on the payrolls of business firms and "mature women returnees" to the work force through the development of continuing education programs. Women's organizations must also serve an important supportive role to help more women prepare for and share in the expanding opportunities of business and industry.

121. Willers, Jack Conrad. "The Impact of the Women's Rights Movement on Sexist Education and its Implications for Vocational-Technical and Career Education," Women at Work. Raleigh, North Carolina: Center for Occupational Education, Career and Vocational Education Professional Development Report No. 16, 1974. ERIC Document Reproduction Service, ED 109-563.

Discusses the political philosophy underlying the feminist movement's attack on education. Greatest concerns, he believes, are (1) the inequality of the rights of women on account of sex; (2) the enslavement of students in educational institutions which serve as prisons to keep them in line; and (3) a biased curriculum that fosters prejudice against vocational preparation relevant to contemporary needs and useful career skills. A minority woman who needs a practical vocational education is the victim of all of the frustrations and feelings of inferiority, the instability and the discontent that is prevalent in our aimless society.

Discusses curricular stereotyping and how it manifests itself; images for self-identification; and the differenees between the demands of the feminists and the responses they are getting from the society. Among the demands to which they are getting inadequate responses are (1) an end to all distinctions based on sex . . . the upgrading of sex education courses to include factual information on contraception and the ecological crisis of overpopulation; (2) the removal of all references to "ideal" or "normal" "masculine" and "feminine" etiquette, social behavior and vocations; (3) the provision of contraceptive and abortion counseling in the same way that drug . . . counseling is now in many school programs; and (4) the guarantee of continued education for the pregnant student in her own school or in another if she prefers, not only during but also after her pregnancy.

Willers raises the following questions which he believes are as yet unresolved. (1) Will the women's rights movement become satisfied with image remaking and token changes, or will it parallel these efforts with a more intense drive to gain equal employment opportunities, equal pay, proportional representation in politics, and blanket repeal of discriminatory laws for the millions of women it represents? (2) Can the liberation of women be achieved in the world of work before it becomes an actuality in the career education of women? (3) What existing curricular and instructional materials continue to retard women's free access to vocational education and career choice? (4) Can vocational-technical education, with its typical and traditional male domination, play an active role in gaining equal rights for women in the world of work? (5) Will the struggle for equal work rights continue to be thwarted by the presence of an inordinate ratio of brainwashed women in education who harbor, even enjoy feelings of intellectual inferiority and self-abnegation? (6) Do women in particular, and our society in general, actually want to achieve educational and career equality for women with its certain loss of female protection, prerogatives, and privileges?

APPENDIX C

TECHNICAL REPORT OF ADVISORY GROUP REACTION TO POTENTIAL EVALUATION CRITERIA

by Joyce Cook[1]

Submitted in partial fulfillment of the
requirements of the National Ed. D. Program
for Educational Leaders, Nova University

Introductory Practicum
Washington, D. C. II Cluster
Submitted: February 15, 1978

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TECHNICAL REPORT OF ADVISORY GROUP REACTION TO POTENTIAL EVALUATION CRITERIA

By the first advisory group meeting on January 13, 1977, the writer had, through a review of the literature, accumulated 144 items of specific criteria that might be used in monitoring and evaluating educationa programs for sex bias and sex-role stereotyping. (See appendix A, A Review of the Literature: Establishing Criteria for the Monitorship of Educational Activities for Sex Bias and Sex-Role STereotyping.)

At the January 13 meeting, members of the advisory group were asked to respond to each of the items (grouped under eight major criterion areas), designating "A" if the item should be a part of Federal program/project monitorship, "B" if the item should not be a part of Federal program/project monitorship, and "C" if the item should be a part of monitorship, but should be reworded to apply more specifically to the federally-supported project or program rather than to the larger grantee agency or insitutution, generally. (Instructions to advisory group members and a sample of the instrument which they were to complete follow and are designated Illustration 1 and Illustration 2, respectively.)

Out of sixteen members of the advisory group present, nine members--five men and four women--responded. This document contains the technical analysis from which generalizations were drawn for the practicum report.

Illustration 1
Instructions

DETERMINING THE APPROPRIATENESS OF POTENTIAL EVALUATION CRITERIA FOR MONITORING FEDERALLY-FUNDED PROJECTS AND PROGRAMS

As will be obvious to you in reviewing the attached document, there are eight major evaluation areas being considered, each of which is initiated with a Roman numeral. Each evaluation criterion area should be rated on the rating sheet provided as:

A - if you believe it should be a part of Federal program/project monitorship.

B - if you believe it should not be a part of Federal program/project monitorship.

C - if you believe it should be a part of monitorship, but should be reworded to apply more specifically to the federally-supported project or program rather than to the grantee agency or institution, generally.

If your response to a given criterion area is B, then you should proceed to the next major criterion area. If your response is A or C, then please respond to each specific criteria item, giving each item a similar rating: A, B, or C. Please use blank space on the right to give us the benefit of any comments you may have (suggested additions, deletions, rewording, and so forth.)

When your ratings are complete, please make a copy for your records, complete the respondent section on the first page and return to Joyce Cook at Room 5026, ROB. (U. S. Office of Education, 7th and D Streets, S. W., Washington, D. C. 20202.)

Illustration 2

Sample Page from Instrument

POTENTIAL EVALUATION CRITERIA

VI. FACILITIES — VI. A____B____C____
(A major criterion area)

A. Comparable locker rooms, toilets, showers, etc. are provided for men and women and are equally convenient to the work or play area. — A____B____C____

B. All other facilities are open to and are equally available to members of both sexes. — A____B____C____

C. Title IX considerations are a part of planning for both new facilities and for additions to current facilities.

VII. CURRICULUM AND INSTRUCTIONAL MATERIALS — VII. A____B____C____
(A major criterion area)

A. Teachers have the training and information needed to analyze instructional materials for sexist content. — A____B____C____

B. Students are encouraged to make critical analyses of the materials they are furnished. — A____B____C____

TECHNICAL
REPORT OF ADVISORY GROUP REACTION TO POTENTIAL EVALUATION CRITERIA

POTENTIAL EVALUATION CRITERIA	FEMALE A	FEMALE B	FEMALE C	MALE A	MALE B	MALE C	TOTAL A	TOTAL B	TOTAL C
I. The provision of role models for young people in education, itself.	1	0	3	3	1	1	4	1	4
A. Board of Education									
1. Officers	0	2	2	0	2	1	0	4	3
2. Members	0	2	2	0	2	1	0	4	3
B. Superintendent's Office									
1. Superintendent	0	0	3	2	1	1	2	1	4
2. Administrative Staff	0	0	3	3	0	1	3	0	4
3. Professional Staff	0	0	3	3	0	1	3	0	4
4. Clerical Staff	0	0	3	3	0	1	3	0	4
5. Total Staff	1	0	3	3	0	1	4	0	4
C. School Personnel									
1. Elementary School Teachers	1	0	3	3	0	1	4	0	4
2. Secondary School Teachers	1	0	3	3	0	1	4	0	4
3. Elementary Administrators	1	0	3	3	0	1	4	0	4
4. Secondary Administrators	1	0	3	3	0	1	4	0	4

	FEMALE			MALE			TOTAL		
POTENTIAL EVALUATION CRITERIA	A	B	C	A	B	C	A	B	C
I. C. School Personnel, Cont.									
5. Supervisory Personnel	2	0	2	3	0	1	5	0	3
6. Nonteaching Staff	1	0	2	3	0	1	4	0	3
Column totals in parentheses.	(9)	(4)	(38)	(35)	(6)	(14)	(44)	(10)	(52)
II. School and Class Assignments	2	0	2	2	1	0	4	1	2
A. The school has approximately equal enrollment of male and female students.	1	1	2	1	3	0	2	4	2
B. Playground and lunchroom groups are integrated on the basis of sex.	1	1	2	2	1	2	3	2	4
C. Elementary school classrooms are integrated on the basis of sex.									
1. Reading	1	1	1	2	1	2	3	2	3
2. Interest Groups	1	0	2	2	1	2	3	1	4
3. Math	1	1	1	2	1	2	3	2	3
4. Physical Education	2	0	1	2	1	2	4	1	3
D. High School courses are integrated on the basis of sex.									
1. Home Economics	1	0	3	4	0	1	5	0	4
2. Family Living	1	0	3	4	0	1	5	0	4
3. Industrial Arts	1	0	3	4	0	1	5	0	4
4. Business	1	0	3	4	0	1	5	0	4
5. Physical Education	2	0	1	4	0	1	6	0	2
E. Teachers and other personnel are assigned without regard to sex.									
1. Male teachers in elementary classrooms	2	0	1	1	1	3	3	1	4

POTENTIAL EVALUATION CRITERIA	FEMALE			MALE			TOTAL		
	A	B	C	A	B	C	A	B	C
II. E. Teachers and other, Cont.									
2. Female teachers in Industrial Arts	2	0	2	1	1	3	3	1	5
3. Male teachers in home economics	1	0	3	2	1	3	3	1	6
4. Hall Duty	1	0	3	2	1	2	3	1	5
5. Bus Duty	1	0	3	2	1	2	3	1	5
F. The same opportunities are open to both sexes for the credentialization of learning experiences which are external to the schools.	2	0	2	3	0	1	5	0	3
G. Boys and girls enrolled in/employed through cooperative vocational education earn approximately equal beginning salaries.	3	0	1	2	2	1	5	2	2
H. Boys and girls completing vocational education programs enjoy approximately equal beginning salaries.	3	0	1	2	2	1	5	2	2
I. Classrooms and laboratories are arranged and decorated in such a fashion as to be equally attractive for either sex.	0	2	2	3	0	2	3	2	4
J. Classrooms and laboratories are arranged in such a fashion as to integrate the sexes in their normally expected learning activities.	0	0	3	3	0	1	3	0	4
K. Recruitment procedures and materials are free from bias.	3	0	1	4	0	1	7	0	2

POTENTIAL EVALUATION CRITERIA	FEMALE			MALE			TOTAL		
	A	B	C	A	B	C	A	B	C
II. L. Admission criteria result in approximately equal enrollment of both sexes with respect to marital status, parental status, anticipated parental status, etc.	2	1	1	3	0	2	5	1	3
M. The student population (in the case of special schools) with respect to sexes represents that of the sending schools to the special schools.	2	0	0	1	3	1	3	3	1
N. Special recruitment activities have been undertaken to correct disproportionate enrollments.	2	1	1	4	0	1	6	1	2
Column totals in parentheses.	(39)	(8)	(48)	(66)	(21)	(39)	(105)	(29)	(87)
III. The behavior of teachers and other school staff members toward students.	2	1	1	3	0	0	5	1	1
A. Rewards and punishments are provided as they are deemed appropriate to the behavior displayed by the student and the situation, not as they are deemed appropriate to the sex of the student.	1	1	1	4	0	1	5	1	2
B. Classroom activities are described/prescribed without regard to the sex of the student.	2	0	1	4	0	1	6	0	2
C. Academic expectations are the same without regard to the sex of the student.	3	0	1	4	0	1	7	0	2
D. Students are equally encouraged to pursue further their strengths or weaknesses without regard for their sex.	2	0	2	4	0	1	6	0	3

POTENTIAL EVALUATION CRITERIA	FEMALE			MALE			TOTAL		
	A	B	C	A	B	C	A	B	C
III. E. Teachers do not use sexist terms when referring to students, nor in describing their behavior.	2	0	2	3	0	2	5	0	4
F. The school has provided staff training about sexism and its implications in the schools.	3	0	1	3	0	2	6	0	3
G. Men and women students are equally encouraged to engage in:									
1. Analytical thinking;	2	0	2	4	0	1	6	0	3
2. Independent/dependent activities;	2	0	2	4	0	1	6	0	3
3. The display of fearfulness/fearlessness;	2	0	2	3	0	1	5	0	3
4. The display of submissiveness/agressiveness;	2	0	2	3	0	1	5	0	3
5. The display of characteristics and patterns of behavior which are deemed essential to the care and nurturance of family.	1	1	2	3	0	1	4	1	3
H. Activities and materials are avoided which tend to exclude the participation or comfort of students from single-parent families; in other words, "parents" are equally treasured, whether of one sex or the other.	2	0	2	3	1	1	5	1	3
I. Single people with satisfying lives and work are presented.	1	0	3	1	2	2	2	2	5

POTENTIAL EVALUATION CRITERIA	FEMALE			MALE			TOTAL		
	A	B	C	A	B	C	A	B	C
III. J. Students are helped to recognize and minimize the misimpressions currently existent in their textbooks and instructional materials, including:									
1. Discussing what are desirable "human characteristics" without regard to sex.	2	0	2	3	1	1	5	1	3
2. Gather statistics on the existence of various family structures and compare these against those families portrayed in their textbooks and instructional materials.	1	1	1	0	4	1	1	5	2
3. Differentiate between their concept of "the ideal man" and "the ideal woman" and those presented in the media.	1	0	2	0	3	2	1	3	4
4. Relating the current social status of women and men to the requirements of the labor market.	2	0	2	4	0	1	6	0	3
5. Analyzing sexism in popular songs, jokes, cartoons, nursery rhymes, the classics, toys and toy packaging.	1	0	3	1	2	2	2	2	5
6. Placing as great emphasis on girls' achievements as on girls looking fashionable and boys looking athletic.	1	1	2	1	2	2	2	3	4

POTENTIAL EVALUATION CRITERIA	FEMALE			MALE			TOTAL		
	A	B	C	A	B	C	A	B	C
III. K. School staffs and teachers in classrooms and laboratories do not permit the differentiation of skills to be perpetuated by sex when the total command of all skills will be essential to mastery/employment.	2	0	2	3	0	2	5	0	4
L. School staffs and teachers in classrooms and laboratories encourage the transfer of skills between sexes by having the skill achieved by one sex reflect on the teaching ability of the sex currently having mastered the skill.	1	1	1	1	1	3	2	2	4
Column totals in parentheses.	(38)	(6)	(39)	(59)	(16)	(30)	(97)	(22)	(69)
IV. Counseling and Guidance Program.	3	0	1	4	0	0	7	0	1
A. Counselors are available to all students on request.	3	0	1	3	0	2	6	0	3
B. Boys and girls are referred to counselors in equal numbers.	2	0	2	1	1	3	3	1	5
C. Counselors recommend programs and courses without regard to the sex of the student.	3	0	1	4	0	1	7	0	2
D. All students are encouraged to explore the advantages and disadvantages of course preferences including such aspects as:									
1. The income associated with various skills and knowledges in the society.	3	0	1	4	0	1	7	0	2
2. Power (personal) as associated with income and the various skills and knowledges in the society.	3	0	1	2	2	1	5	2	2

POTENTIAL EVALUATION CRITERIA	FEMALES			MALE			TOTAL		
	A	B	C	A	B	C	A	B	C
IV. D. Advantages and disadvantages of course preferences, Cont.									
3. Personal satisfaction that can accrue from working in areas of greatest individual potential.	3	0	1	4	0	1	7	0	2
E. Career information materials have been excluded from counseling and guidance programs when they contain sex bias and sex-role stereotyping.	3	0	1	3	0	2	6	0	3
F. Career counseling programs provide role models of men and women in a variety of jobs and occupations.	3	0	1	4	0	1	7	0	2
G. Men and women are equally represented on the counseling staff.	3	0	1	0	2	3	3	2	4
H. Interest inventories which contain sex bias have been eliminated from use or steps have been taken to reduce the ill-effects of bias on occupational aspiration.	3	0	1	3	1	1	6	1	2
I. Students are encouraged to value and to develop intellectual abilities without regard to sex.	3	0	1	4	0	1	7	0	2
J. Students are informed of changing employment practices which previously operated to restrict career choices.	3	0	1	3	0	2	6	0	3
K. Special programs of counseling support are provided young people who select non-traditional career and educational pursuits.	3	0	1	3	0	2	6	0	3

POTENTIAL EVALUATION CRITERIA	FEMALE			MALE			TOTAL		
	A	B	C	A	B	C	A	B	C
IV. L. As great emphasis is placed on the career decisions of women as on the career decisions of men.	3	0	1	4	0	1	7	0	2
M. Women and men students are provided information about teeir rights to equal educational and employment opportunities under the law and are provided simulated activities for dealing with sexism and discrimination.	2	0	2	1	0	3	3	0	5
Column totals in parentheses.	(46)	(0)	(18)	(47)	(6)	(25)	(93)	(6)	(43)
V. Sports and Extra-curricular Activities.	2	0	0	1	1	2	3	1	2
A. Competitive sports are:									
1. Equally available for men and women	2	1	1	2	1	2	4	2	3
2. Designed for the participation of men and women together when they have the ability.	2	0	1	3	1	2	5	1	3
B. Total budget expenditures for physical education activities are equal for men and women.									
1. For the actual support of programs (equipment, travel, etc.)	2	1	1	0	2	3	2	3	4
2. For the salaries of men and women coaches.	2	1	1	0	1	2	2	2	3
3. For the salaries of men and women sports officials.	2	1	1	1	2	2	3	3	3
C. Girls and boys have equal access to facilities and equipment such as gyms, swimming pools, and tennis courts. (Equal access includes equally convenient time to the student.)	2	1	1	2	1	2	4	2	3

	FEMALE			MALE			TOTAL		
POTENTIAL EVALUATION CRITERIA	A	B	C	A	B	C	A	B	C
V. D. Boys and girls sports are given equal services (medical, insurance, publicity, scouting, audio-visual, and clerical services.)	2	1	1	1	2	2	3	3	3
E. All students receive equal enouragement to participate in:									
1. Arts and crafts	1	1	2	3	1	1	4	2	3
2. Dance Groups	1	1	2	3	1	1	4	2	3
3. Student government	1	1	2	3	1	1	4	2	3
4. Music	1	1	1	3	1	1	4	2	2
5. Dramatics	1	1	2	3	1	1	4	2	3
F. Students and teachers are provided equal encouragement and equal access to participate in or provide leadership for all clubs, honor societies and other extra curricular activities sponsored by the school.	2	1	1	3	0	2	5	1	3
G. Coaches and other sponsors are assigned to extra-curricular activities without regard to sex; i.e., as many women are assigned to traditionally "male" activities as men are to traditionally "female" activities.	1	1	2	1	3	1	2	4	3
H. Competitive sports and other competitive extra-curricular activities are given equal value and reward within the school structure, including assembly-time, scholarship awards for demonstrated excellence, etc.	2	2	0	2	2	1	4	4	1

POTENTIAL EVALUATION CRITERIA	FEMALE			MALE			TOTAL		
	A	B	C	A	B	C	A	B	C
V. I. Teachers, coaches, etc. treat physical pain associated with work and play in the same fashion for boys and girls and expect the same behavior reactions to pain without regard to sex.	1	2	1	2	2	1	3	4	2
J. The interests of students were taken into account in developing the athletic/ extra-curricular program.	1	1	2	1	2	2	2	3	4
K. Pep Clubs, Pep Rallies, etc. are held equally for women's teams as for men's teams.	1	1	2	1	4	0	2	5	2
L. Athletic banquets, awards nights, and other functions are held in equal number for male and female teams.	2	1	1	0	5	0	2	6	1
M. Comparable scholarships and awards are available to students without regard to sex.	2	1	1	2	2	1	4	3	2
N. If schools have sex-restricted awards, they are limited to teams that are permitted to be sex-separate.	1	1	2	2	2	1	3	3	3
O. Athletic awards are proportionate to the number of members of each sex participating in interscholastic competition.	1	1	2	1	3	1	2	4	3
Column totals in parentheses.	(35)	(23)	(30)	(40)	(41)	(32)	(75)	(64)	(62)
VI. Facilities	2	0	0	2	0	0	4	0	0
A. Comparable locker rooms, toilets, showers, etc. are provided for men and women and are equally convenient to the work or play area.	2	2	0	1	1	2	3	3	2

	FEMALE			MALE			TOTAL		
POTENTIAL EVALUATION CRITERIA	A	B	C	A	B	C	A	B	C
VI. Facilities, Cont.									
B. All other facilities are open to and are equally available to members of both sexes.	2	1	0	2	0	2	4	1	2
C. Title IX considerations are a part of planning for both new facilities and for additions to current facilities	2	1	0	2	0	2	4	1	2
Column totals in parentheses	(8)	(4)	(0)	(7)	(1)	(6)	(15)	(5)	(6)
VII. Curriculum and Instructional Material.	3	0	1	3	0	2	6	0	3
A. Teachers have the training and information needed to analyze instructional material for sexist content.	3	0	1	2	1	2	5	1	3
B. Students are encouraged to make critical analyses of the materials they are furnished.	3	0	1	2	1	2	5	1	3
C. Materials are brought in that portray men and women in non-stereotyped ways.	3	0	1	4	0	1	7	0	2
D. Materials which have been developed do not contain sex bias or sex-role stereotyping.	3	0	1	4	0	1	7	0	2
E. Social science and history courses:									
1. Include the contributions and roles of women in the society.	2	0	2	1	2	2	3	2	4
2. Include the study of societies where male/female roles are different than in this country.	1	1	2	1	2	2	2	3	4

POTENTIAL EVALUATION CRITERIA	FEMALE			MALE			TOTAL		
	A	B	C	A	B	C	A	B	C
VII. F. Literature courses place equal emphasis on the study of authors with the female perspective.	1	1	2	0	3	2	1	4	4
G. Health, physical and sex education courses treat the two sexes with equal respect and promote the concept of equal responsibility for birth control, venereal disease, abortion, adoption, etc.	2	0	2	1	3	1	3	3	3
H. Graphics, pictures, and audio-visuals used in the classroom portray groups of people (and individuals) in non-stereotyped roles:									
1. Men caring for children	1	0	2	1	1	3	2	1	5
2. Men cooking	1	0	2	1	1	3	2	1	5
3. Men cleaning	1	0	2	1	1	3	2	1	5
4. Women in skilled and technical occupations such as electricity and electronics.	1	0	2	2	0	3	3	0	5
5. Women in professional occupations such as law, politics, medical doctors.	1	0	2	2	0	3	3	0	5
6. Men and women are equally portrayed in both active and passive roles in the society.	2	0	2	2	1	2	4	1	4
I. Language in instructional materials has been corrected to eliminate a one-gender reference to the exclusion of the other.	3	0	1	2	1	2	5	1	3

POTENTIAL EVALUATION CRITERIA	FEMALE			MALE			TOTAL		
	A	B	C	A	B	C	A	B	C
VII. J. All educational materials and processes have been reviewed and "sexist" humor has been eliminated.	2	0	2	0	3	3	2	3	5
K. People of both sexes are portrayed as cooperating with each other on an equal basis.	2	0	2	2	1	3	4	1	5
L. Genuine friendships between the sexes are shown.	1	1	2	1	3	1	2	4	3
M. Leading characters in stories and illustrations are women as often as men.	1	0	3	1	2	2	2	2	5
N. Girls and women are sometimes taller, older, wiser than their male peers.	1	0	3	0	3	2	1	3	5
O. Neither sex is ridiculed or insulted in educational Materials and processes.	2	0	2	2	1	2	4	1	4
P. Women and girls are shown solving problems independently of male assistance.	1	0	3	1	1	3	2	1	6
Q. Women and girls are shown earning money, awards and rewards	1	0	3	1	2	2	2	2	5
R. Women are shown in positions of authority.	1	0	3	0	2	3	1	2	6
S. Men are shown enjoying art, music, crafts, drama.	1	0	3	0	2	3	1	2	6
T. Boys and men are shown expressing gentle feelings, as being sensitive and as being emotional.	1	0	3	0	2	3	1	2	6

	FEMALE			MALE			TOTAL		
POTENTIAL EVALUATION CRITERIA	A	B	C	A	B	C	A	B	C
VII. U. Materials on social problems give adequate coverage to the inequities in property and marriage, in taxes and social services, in education and the job market.	1	1	2	1	2	2	2	3	4
V. Materials which are being considered for purchase are systematically reviewed for sex-role stereotyping.	2	0	2	3	1	1	5	1	3
Column totals in parentheses.	(48)	(4)	(59)	(41)	(42)	(64)	(89)	(46)	(123)
VIII. The adequacy of affirmative action activity by the grantee institution or organization.	3	0	1	4	0	1	7	0	2
A. Positive action steps.									
1. The school system/ institution has appointed a Title IX Coordinator	3	0	1	3	1	1	6	1	2
2. An evaluation process has been implemented to examine all aspects of school policies and programs for limitations place on students.	3	0	1	4	0	1	7	0	2
3. Such evaluation places a special emphasis on areas which have certain groups of students underrepresented.	3	0	1	2	1	2	5	1	3
4. Employment policies and practices have been studied for sex discrimination	2	0	2	4	0	1	6	0	3
5. Appropriate policy modifications and remedial steps have been taken to insure com pliance with Title IX.	3	0	1	4	0	1	7	0	2

POTENTIAL EVALUATION CRITERIA	FEMALE			MALE			TOTAL		
	A	B	C	A	B	C	A	B	C
VIII. A. 6. Steps have been taken to maintain for 3 years a file describing the Title IX self-evaluation process and all modifications and remedial actions taken.	2	2	0	4	0	1	6	2	1
7. Efforts toward achieving compliance with Title IX are sufficiently documented so that the district/agency/institution is able to make assurance statements necessary for all applications for federal financial assistance.	2	1	1	4	0	1	6	1	2
8. The grantee institution or agency has provided inservice training for school personnel on the issues of discrimination underlying Chapter 622 (Title IX).	2	1	1	3	0	2	5	1	3
B. Informational activities									
1. Notices to parents about Title IX and its implications for school policies and programs have been disseminated.	2	0	2	3	0	2	5	0	4
2. Title IX has been explained to the community via newspaper, radio, television.	2	2	1	3	1	1	5	3	2
3. Information materials have been prepared and provided students.	2	0	1	3	0	2	5	0	3

	FEMALE			MALE			TOTAL		
POTENTIAL EVALUATION CRITERIA	A	B	C	A	B	C	A	B	C
VIII. B. 4. Informational materials are provided potential and actual employees.	2	0	1	3	0	2	5	0	3
5. Information materials have been provided unions and professional organizations.	1	0	2	3	0	2	4	0	4
6. Informational materials have been provided applicant referral sources.	2	0	1	4	0	1	6	0	2
7. All students and employees have been notified of the name, address, and telephone number of the Title IX Coordinator.	2	1	0	1	2	2	3	3	2
8. Grievance procedures have been established and published.	2	1	0	3	0	2	5	1	2
Column totals in parentheses.	(38)	(8)	(17)	(55)	(5)	(25)	(93)	(13)	(42)

There were several questions which the writer wished to address of the foregoing data. Among them were:

1. Were male members of the advisory group more likely to reject monitorship criteria than females?

2. Were the items of criteria selected by the writer the appropriate ones for consideration for Federal monitorship?

3. How did the advisory group feel about the desirability of monitoring the agency or institution, generally versus the monitoring of the specific Federal project? Were there differences depending on the criterion area? Were males and females alike in their level of preference for monitoring the agency or institution versus the monitoring of the Federal project?

Because we were dealing with uncorrelated data, i.e., the numbers of males and females rating were unequal and the number of items of criteria in each criterion area varied, the writer summarized the data for males, females, and the total data, converting the number of votes awarded a given response to a percentage of the votes possible for that response, making it more feasible to treat the data statistically.

The data as summarized and converted are displayed in Charts 1, 2, and 3 on page 22.

Were male members of the advisory group more likely to reject monitorship criteria than females? With four women rating a total of 57 items of criteria as inappropriate, we find their average rejection rate to be 14.2 and with 5 men rating a total of 138 items as inappropriate, their average rejection rate to be 27.6. We conclude that men were almost twice as likely to reject items of criteria as were women.

ADVISORY GROUP DATA SUMMARIZED AND CONVERTED

Chart 1

Females

	Monitor Generally	%	Inappropriate	%	Monitor Project	%
Role models in education.	9	17.6	4	7.8	38	74.5
School & class assignments.	39	41.1	8	8.4	48	50.5
Behavior toward students.	38	45.8	6	7.2	39	47.0
Guidance & counseling.	46	71.9	0	0	18	28.1
Sports & extra-curricular.	35	39.8	23	26.1	30	34.1
Facilities.	8	66.7	4	33.3	0	0
Curriculum & instruct.	48	43.2	4	3.6	59	53.2
Affirmative action.	38	60.3	8	12.7	17	27.0

Chart 2

Males

	Monitor Generally	%	Inappropriate	%	Monitor Project	%
Role models in education.	35	63.6	6	10.9	14	25.5
School & class assignments.	66	52.4	21	16.7	39	30.9
Behavior Toward students.	59	56.2	16	15.2	30	28.6
Guidance & counseling.	47	60.3	6	7.7	25	32.0
Sports & Extra-curricular.	40	35.4	41	36.3	32	28.3
Facilities.	7	50.0	1	7.1	6	42.9
Curriculum and instruct.	41	27.9	42	28.6	64	43.5
Affirmative action.	55	64.7	5	5.9	25	29.4

Chart 3

Total

	Monitor Generally	%	Inappropriate	%	Monitor Project	%
Role models in education.	44	41.5	10	9.4	52	49.1
School & class assignments.	105	47.5	29	13.1	87	39.4
Behavior toward students.	97	51.6	22	11.72	69	36.7
Guidance and counseling.	93	66.5	6	4.2	43	30.3
Sports & extra-curricular.	75	37.3	64	31.8	62	30.8
Facilities.	15	57.7	5	19.2	6	23.1
Curriculum and instruct.	89	34.5	46	17.8	123	47.7
Affirmative action.	93	62.8	13	8.9	42	28.4

Were the items of criteria selected by the writer the appropriate ones for consideration for Federal monitorship? Including the major criterion areas, none of which were rated as inappropriate, there were a total of 151 items which advisory group members considered. Classifying those items as "appropriate" based on 0-2 negative votes; "controversial" based on 3-6 votes; and "inappropriate" based on 7-9 negative votes, we find that we have 122 items classified as appropriate, 29 items classified as controversial and no items classified as inappropriate. The writer concludes that the items of criteria selected were appropriate for the consideration of the advisory group.

How did the advisory group feel about the desirability of monitoring the agency or institution, generally, versus the monitoring of the specific Federal project? The total data are presented in Chart 4 in order of decreasing desirability for monitorship of the agency or institution, generally. This, incidentally, would be the strongest Federal monitorship posture.

Chart 4

Total Data in Order of Decreasing Desirability for Monitorship of the Agency or Institution

	Monitor Generally %	Inappropriate %	Monitor Project %
Guidance and counseling.	66.5	4.2	30.3
Affirmative action.	62.8	8.9	28.4
Facilities	57.7	19.2	23.1
Behavior toward students.	51.6	11.7	36.7
School and class assignments.	47.5	13.1	39.4
Role models in education.	41.5	9.4	49.1
Sports & extra-curricular.	37.3	31.8	30.8
Curriculum and Instruct.	34.5	17.8	47.7
Total	47.7	15.1	37.5

Though the data are slightly in favor of monitoring the agency or institution, generally, a ten percentage point difference is likely not significant.

Were there differences in how the advisory group felt about the desirability of monitoring the agency or institution, generally, depending on the criterion area?

Running a two-way analysis of variance to test the null hypothesis, "there were no differences in how the advisory group felt about the desirability of monitoring the agency or institution, generally, depending on the criterion area," we found:

$\bar{x}$ = 33.58	Column:	Row:
σ^2 = 307.2289	CSS = 5,247.9358	RSS = 7.1733
SS = 7,373.4933	F = 17.3413	F = .00677
	dfn = 2	dfn = 7
	dfd = 14	dfd = 14
	p = $< .01$	p = $> .05$

We accept the null hypothesis and conclude that there are no significant differences for row effects; in other words, the criterion area made no significant difference in whether the item was considered appropriate and whether the grantee agency or institution or just the project should be monitored.

Were males and females alike in their level of preference for monitoring the agency or institution, generally, versus the monitoring of the Federal project?

Using the Pearson Product Moment Correlation Coefficient to test the null hypothesis, "there are no significant differences between the males and females in their level of preference for monitoring the agency or institution, generally, or just the Federal project," we find:

$\Sigma X = 410.5$ $\Sigma Y = 386.4$ $\Sigma XY = 20{,}033.14$

$\Sigma X^2 = 22{,}302.91$ $\Sigma Y^2 = 21{,}187.88$

$r = .11646$

We reject the null hypothesis and conclude that there is, in fact, little correlation between the views of males and females on the issue of whether the agency or institution or just the Federal project should be monitored. In scanning the data, we find higher than ten percentage points differences with females being higher on monitoring generally for guidance and counseling, facilities, and curriculum and instructional materials. We find males with higher than ten percentage points differences on role models in education, school and class assignments, and behavior toward students.

Column 2 of Chart 3 (page 22) and the male/female differences which contributed to that column should be of interest, also. It was here that advisory group members were asked to indicate the criterion areas or specific items of criteria which they felt to be inappropriate for federal monitorship. We should be able to expect that those with lower percentage points were considered more appropriate for Federal monitorship than those with higher percentage points. We see that the group as a whole believed the guidance and counseling programs to be the most appropriate and sports and extra-curricular activities to be the least appropriate. While this reaction is not surprising, what is surprising is that, based on Column 2, the facilities area would be considered less appropriate for monitorship than the curriculum and instructional materials area. What makes this interesting is that having unequal facilities is to be in direct violation of Title IX, while Title IX was amended to limit the Federal role in prescribing curriculum particularly, that part of the curriculum not being directly supported with Federal funds. Based on this observation, the writer suspects that more than one thing was operating in the advisory group reactions and reactions were not limited to the appropriateness of the item for Federal monitorship. It may be that, for some people a perceived level of need factor was also operating.

Reordering the data and limiting ourselves to Column 2 data, we prepared Chart 5. The criterion areas are listed in order by group reaction to appropriateness, with the lowest percentage points indicating the highest degree of appropriateness.

Chart 5

Group, Male, and Female Reactions to
Appropriateness of Criterion Areas

	Total	Male	Female
Guidance and counseling	4.2	7.7	0.0
Affirmative action	8.9	5.9	12.7
Role models in education	9.4	10.9	7.8
Behavior toward students	11.7	15.2	7.2
School & class assignments	13.1	16.7	8.4
Curriculum & instruction	17.8	28.6	3.6
Facilities	19.2	7.1	33.3
Sports and extra-curricular	31.8	36.3	26.1

Running a two-way analysis of variance on Chart 5, we find:

$\bar{x}$ = 14.3167	Column:	Row:
σ^2 = 96.988	CSS = 54.1158	RSS = 1,492.5667
SS = 2,327.7133	F = .485	F = 3.822
	dfn = 2	dfn = 7
	dfd = 14	dfd = 14
	$p = > .05$	$p = < .05$

Since the F statistic is less than one for column effects, we accept that there are no column effects. With an F statistic of 3.822; however, for row effects (2.77 required for .05 level and 4.28 required for .01 level), we can accept that there are likely significant differences in male/female reactions to the appropriateness of monitorship criteria.

Following with a Pearson Product Moment Correlation Coefficient on the male and female columns, we find:

ΣX = 128.4	ΣY = 99.1	ΣXY = 1,696.49
ΣX^2 = 2,903.89	ΣY^2 = 2,246.69	
r = .114		

We can conclude that there are significant differences for males and females.

Based on a comparison of the rank orders of criterion areas for men and those for women, it appears that they differ widely on the appropriateness of monitoring curriculum and instructional materials, on affirmative action activities, and on facilities. Based on the weak legal mandate for monitoring curriculum and instructional materials, the writer is inclined to conjecture that the high ranking afforded this item by female members of the advisory group is supportive of an earlier suggestion that some panel members' feelings about "level of need" were operating in the activity as well as their feelings about the appropriateness for Federal monitorship.

APPENDIX D

ESTABLISHING A POLICY FOR PROGRAM MONITORSHIP AND EVALUATION OF SEX BIAS AND SEX-ROLE STEREOTYPING IN FEDERALLY ADMINIST RED DEMONSTRATION PROJECTS IN VOCATIONAL EDUCATION

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Introductory Practicum
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ESTABLISHING A POLICY FOR PROGRAM MONITORSHIP AND EVALUATION OF SEX BIAS AND SEX-ROLE STEREOTYPING IN FEDERALLY ADMINISTERED DEMONSTRATION PROJECTS IN VOCATIONAL EDUCATION

PROBLEM:

Despite the proliferation of recent legislation and Executive Orders,

Executive Order 11246, effective October 13, 1968
Education Amendments of 1972, effective in July, 1975
Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972
Equal Pay Act of 1963 as amended by the Education Amendments of 1972
Titles VII and VIII of the Public Health Service Act and the Nurse Training Amendments Act of 1971
Education Amendments of 1976 to be effective on October 1, 1977

the U. S. Office of Education has not yet implemented an Agency-wide policy concerning program monitorship and evaluation of federally-supported education activities for possible sex discrimination in hiring and pay practices and in equal access to and equal opportunities for educational pursuits by women and girls, men and boys.

Establishing an Agency-wide policy has been complicated by diverse assignment of responsibility within the Department of Health, Education, and Welfare (HEW), itself.

Review and enforcement functions to the HEW Office of Civil rights and the U. S. Department of Labor
Promotion function to the Women's Program Staff
Technical assistance function to Bureau of Elementary and Sectondary Education
Oversight and advisory functions to National Advisory Council on Women's Educational Programs and the Secretary's Advisory Committee on Rights and Responsibilities of Women.

Under the more recent legislation, the U. S. Public Health Service and the Bureau of Occupational and Adult Education of the U. S. Office of Education are now expected to serve in a leadership role to assure equity for the sexes within their program administration functions.

The problem, then, becomes one of clarifying the role anticipated of the staff assigned to work with the federally-administered demonstration program in vocational education. Through this document, the vocational demonstration program staff requests clarification of their role in monitorship and evaluation of projects funded under this legislation.

FACTS:

1. Recent federal legislation and Executive Orders respecting the role of women in education may be cast into two categories--those dealing with (a) equal educational access and opportunity and (2) equal access to, equal opportunity for, and equal pay for employment in educational pursuits.

2. Program offices in the U. S. Office of Education may, generally, influence the role of and the treatment of women in federally-funded projects through such activities as:

--Development and imposition of guidelines, regulations, annual or multi-annual priorities, and evaluative criteria.

--Monitorship (review of progress reports, review of the adequacy of third party evaluation plans, site visits to the project for performance review, and materials review.)

--Evaluation (annual evaluation site visits upon which project continuation decisions are based.)

--Technical assistance (regional, multi-regional, and national workshops; and other consultations.)

--Decisionmaking with respect to composition of advisory groups who provide input to national policy and review panels who review applications submitted for federal funding consideration.

3. Against the above options for influencing federally-administered demonstration projects in vocational education, the Bureau of Occupational and Adult Education has accomplished the following:

--Established guidelines beginning in Fiscal Year 1976 which included requirements for:

> "...a systematic plan to eliminate existing sex bias and sex-role stereotyping and to avoid introducing these elements into the activities undertaken with respect to the demonstration project;
>
> ...a strong emphasis on sex-fair guidance, counseling, placement, and follow-up services; and
>
> ...a third-party, objective evaluation, the design of which should attempt to measure student outcomes against the stated objectives of the project as well as gather such process and treatment information as will show reason why the project was or was not successful in achieving the desired outcomes for the designated population of student participants."

--Included a one-hour workshop session with Dr. Shirley McCune of the Center for Sex Roles in Education, Washington, D.C., on the agenda for the demonstration program national conference in Fort Worth, Texas on February 23-25, 1977.

--Issued a program memerandum to projects first funded in Fiscal year 1976 expressing concern that they follow Title IX regulations in hiring staff for their projects.

--Established criteria for the composition of review panels assembled to read applications submitted for federal funding consideration.

4. In response to the 1977 demonstration program guidelines establishing selection criteria for the funding of projects, the National Advisory Council on Women's Education Programs raised the following concerns:

--How will the demonstration program be accountable for student outcomes with respect to the separate sexes; i.e., the projects should be required to analyze outcome data for the separate sexes as an indication that the women enrolled in the projects actually received the benefit of the services to which the grantee agency or institution committed itself;

--How will the demonstration program provide assurance that the advisory councils (local and State) to the projects will have a composition that meets the mandates of the Education Amendments of 1976 with regard to the participation of women; and

--How will the demonstration program be sure that equitable staffing patterns are being carried out by the local grantees?

The Bureau of Occupational and Adult Education responded that it would address the first concern through the monitorship of projects and that the second and third concerns would be addressed after the regulations for the 1976 Amendments were final.

5. HEW's Office of Civil Rights anticipates an early survey on the composition of schools with vocational programs which will yield data on the relative representation of men and women both in student enrollments and in the faculty.

6. The U. S. Office of Education's (USOE's) Office of Planning, Budgeting and Evaluation is under a Congressional mandate to carry out a national study concerning the status of women in vocational education

with a report due in Congress by October 1, 1979. Either this study or the study mentioned in Item 5 could select one or more vocational demonstration project districts in its sample.

7. Currently-funded demonstration projects will be operational well after the Education Amendments of 1976 are implemented; and many of them, in their second and third year, will be continued under the new Amendments.

8. Beginning in Fiscal Year 1978 two federal groups will be involved in reviewing local vocational education programs for sex bias and sex-role stereotyping: HEW Office of Civil Rights (OCR missions are complaint-oriented and they have a 90-day limit within which to get a response started) and the vocational demonstration project officers (periodic monitorship and annual evaluation site visits.) Overlapping activities, representing an undue burden on any single school district should be avoided or minimized to the extent possible.

POLICY CONSIDERATIONS:

1. The following policy considerations related to law should be acknowledged in establishing policy for the monitorship of demonstration projects.

--A congressional mandate to show progress in vocational education's service to women and girls.

--Our own regulations and guidelines for a given program year or for a three-year program in the case of demonstration projects in vocational education.

--Final federal regulations for the Education Amendments of 1976.

--Possible confusion between program activities and those of the HEW Office of Civil Rights. Program staff probably should not be considered expert in determining that a given program does or does not discriminate.

--A need to observe any limitations imposed by the "Right to Privacy Act" particularly in data collection activities for monitorship and evaluation.

--The absence of a clear and explicit program mandate for elimination of sex bias and sex-role stereotyping in the "Programs for National Improvement" section of the Education Amendments of 1976, except as a permitted priority area.

2. The following considerations related to the political environment should be of concern to us in establishing a project monitorhsip policy.

--The shared responsibility for eliminating sex bias, sex-role stereotyping, and sex discrimination calls for shared decisionmaking and open communication. Our eventual policy statement should be shared with the HEW Office of Civil Rights for suggestions and input prior to its release. The final policy statement should be made available to both the HEW Office of Civil Rights and the USOE Grants and Contracts Office.

--The question of whether federal program officers can afford, politically, to share observations of our grantees' situations with the HEW OCR, the Department of Labor, the States, or other units in USOE.

--The coordination of demonstration site reviews with other review cycles; namely, OCR reviews, and other USOE and State audits that may be planned.

3. Ethical and moral values which might be of concern to policymakers are:

--The implications of having a federal program officer observe a possible violation of federal law without calling the potential violation to the attention of the grantee or contractor.

--USOE staffing for sex bias and sex-role stereotyping and USOE monitoring practices in federally supported activities may influence positively or negatively the States' staffing and their commitment to monitoring their own activities.

--An obligation to assist USOE grantees and contractors as much as possible to avoid enforcement confrontations for them and, finally, any negative reflection on the federally-administered program.

--USOE expectations of projects should be no higher than the quality of our monitorship and our technical assistance to them.

--Race discrimination must be given attention--the special needs of minority women should be acknowledged, for example.

4. There are economic realities with which we must deal now and in the future. Accordingly, we must recognize in our policymaking procedures that:

--Federal program officers have limited time and travel support.

--Whatever we develop in the way of monitorship and technical support materials should "stand on their own." They should be usable by the projects, themselves; by visitors to the projects; and, at a pre-proposal stage by applicants in the future.

5. The following considerations from the literature should be acknowledged and considered in developing a federal program policy.

Several documents which were reviewed in a search of the literature contained specific recommendations for the U. S. Office of Education with respect to the role and treatment of women in education. These recommendations have been grouped into six major categories for this paper: (1) employment of women in education; (2) data collecting and reporting on the condition of women in education; (3) dissemination activities; (4) technical assistance; (5) curriculum and instructional materials; (6) guidance and counseling; and (7) monitorship and sanctions. Specific recommendations from the National Advisory Council on Women's Educational Programs were listed on page 4.

The Employment of Women in Education.

Ellis, Kane, and Daniels agree that women should have equal representation on national, State, and local advisory councils and policymaking boards. Daniels comments:

> "...it seems clear that not until greater numbers of women occupy decision-making positions within funding agencies and on advisory and review boards will research priorities change significantly."[1]

While none of the above authors addressed the employment of women in vocational education, specifically, Roby states that the U.S. Commissioner of Education should take the following concrete steps:

> "...assure that appropriate affirmative action procedures are followed in the hiring and promotion of State Vocational Education Directors, state vocational education supervisors, area vocational school directors, state vocational education coordinators, state Research Coordinating Unit Directors, institutional Directors of EPDA (Education Professional Development Act) programs, and vocational education teachers and counselors; in the selection and placement follow-up of participants for EPDA programs; and in the selection of vocational education research and training project directors."[2]

Data Collecting and Reporting on the Condition of Women in Education.

Ellis, Kane, and Lerer and Seigel have all cited the importance of collection of data by sex and by ethnic groups for determining needed programs and services for women and minorities, evaluating patterns of vocational training and employment by sex, and determining the extent of female participation in nontraditional occupations, apprenticeship programs, and unions. Roby states further that, with respect to research and development, the U. S. Commissioner of Education should:

> "...keep annual status reports on the percentage of research and development grant or contract directors who are women."[3]

Dissemination Activities.

Kane, Ellis, and Roby have spoken to the need for improved dissemination activities on the part of the U. S. Office of Education with respect to the needs of women. Among their specific recommendations are:

--A permanent ERIC Clearinghous could be established to compile and make available studies on issues affecting women in education.

--Information should be collected and disseminated on court rulings affecting women in educational institutions, particularly on maternity leave and other fringe benefits affecting pregnancy and to secure information to determine whether the institutions are in compliance with the court decisions.

--The U. S. Office of Education should develop and publish lists of resources and materials for the conduct of workshops on women in the world of work in each state.

--The U. S. Office of Education should develop a list of schools that are making exeemplary efforts to improve educational opportunities for women.

--The Office of Education should provide for the dissemination of all research findings on means of improving the effectiveness of vocational education for women to all state vocational education directors, all directors of state vocational education offices for women, and all directors of vocational education systems within the United States.

Technical Assistance.

In addition to the above information activities, Ellis calls for the following:

--"Professional development should focus on improving political skills such as monitoring government and equal rights regulatory agencies and identifying increased funding sources for developing more effective educational programs and services.

> --Workshops funded through EPDA should be conducted for administrators at the state and local level to develop strategies and procedures for correcting sexism in education and for planning programs serving the needs of women."[4]

Curriculum and Instructional Materials.

Ellis and the Secretary's Advisory Committee on the Rights and Responsibilities of Women have spoken to the role of the Agency with respect to curriculum and instructional materials. The Secretary's Advisory Committee states, in response to proposed regulations for the enforcement of Title IX, that:

> "The Committee is therefore opposed to include a statement on curricula in the regulations...However, the Committee also believes that the Department has a responsibility to work with educational institutions and publishers to eliminate sex discrimination in textbooks, films and all other educational materials, and feels that elimination of sex-role stereotyping should be a Departmental priority."[5]

Ellis supports a technical assistance role on the part of the U. S. Office of Education in curriculum and instructional materials by stating:

> "The U. S. Office of Education should issue criteria and guidelines for reviewing texts and materials to eliminate sexual and racial bias.
>
> ...should establish a national priority to be implemented by the states to join state departments of education and teacher education institutions in a common effort to eliminate racism and sexism in all curricula and materials".[6]

Guidance and Counseling.

Roby has spoken to the need for assistance in the area of guidance and counseling and has suggested that the Office of Education:

> "...develop and distribute a brochure on guidelines for non-sexist vocational counseling.
>
> "...develop and distribute excellent films for high school girls and their parents on opportunities for women in

> apprenticeship programs and traditionally male courses of study and jobs, on women's need for good paying work today, and on equal employment laws and women's job rights.[7]

Monitorship and Sanctions.

On the topic of monitoring, Kane, Kaufman, and the Secretary's Advisory Committee have all expressed concern with the need for more effective monitoring by the U. S. Office of Education. Kaufman stated:

> "At the present time, federal policies have had too little effect on the quality and seriousness of efforts to implement programs, despite recent evidence which indicates that the means for implementing programs in local institutional settings are much more important in effecting change than federal influence on program initiation.[8]

With respect to sanctions, Temple believes that the Office of Education should "Withhold funds and take legal action where possible to pressure local districts to cease discrimination,"[9] and Kaufman suggests, "...an incentive system that restricts vocational educational funds to institutions that work to eliminate sex-role stereotyping appeals to the self-interest of institutions and can help to accelerate change."[10] The Secretary's Advisory Council had interesting observations on sanctions. They stated:

> "The only sanctions spelled out...are the suspension or termination of, or refusal to award or continue, Federal financial assistance.
>
> ...OCR...has in fact never terminated a single contract after finding discriminatory practices. It appears that the breaking off of a financial relationship is a large enough step, that an enforcing agency is extremely reluctant to go ahead with it.
>
> The Committee therefore recommends that milder sanctions be available, so that some sanctions may be applied as soon as a problem has been identified. Such sanctions might include a reduction in funds, as opposed to complete withdrawal."[11]

THE CONTENT OF A POLICY STATEMENT ON PROGRAM MONITORSHIP AND EVALUATION.

Based on a review of the literature, the foregoing facts and policy considerations, and the input of an advisory group to this activity, it has been determined that a policy statement on the monitorship and evaluation of vocational demonstration projects should address the following major concerns or questions. The statement should:

1. Clarify the role of project or program monitorship and evaluation as differentiated from the role of the HEW Office of Civil Rights in review and enforcement.

2. Lay out the coordination activities expected of the project monitors with such groups as the HEW Office of Civil Rights, USOE Grants and Contracts Office, USOE and State audit teams which may exist for the purpose of monitoring or reviewing programs or projects for sex bias and sex-role stereotyping.

3. Establish responsibilities for the monitorship and evaluation of staffing patterns, employment practices, and advisory council composition of the grantee agency or institution or of the specific program or project being monitored.

4. Establish expectations for content ofproducts and materials emanating from federally-supported demonstration activities.

5. Establish whether criteria eventually appoved will be applied to the grantee agency or institution as a whole or just to the specific federally-supported activity being monitored or evaluated.

6. Foresee implementation of future legislative mandates of the nature of Title IX and the Education Amendments of 1976 and, therefore have lasting applicability.

7. Acknowledge the necessity for "informed parental and/or student consent" if identity of any individual student will be associated with his/her responses or with his/her records in data collected for monitorship or evaluation.

8. Establish the disposition that will be made of the report that is prepared as a result of monitorship and evaluation activity.

9. Emphasize the importance of careful reviews and caution about the possible repercussions of public statements about any possible violations of Civil Rights Laws and regulations that may be observed in monitoring and evaluation activity.

POLICY OPTIONS FOR CONSIDERATION.

Three policy options follow which have been developed for the consideration of those who will determine the program's ultimate stance on the monitorship and evaluation of projects for sex bias and sex-role stereotyping. The major points of difference in the options have to do with (1) the range of coordination activities expected of project monitors; (2) the scope of monitorship and evaluation of staffing patterns, employment practices and advisory council composition; (3) level of monitorship expected of products and materials emanating from the projects; (4) the range of educational activities within the grantee agency or institution to which monitorship or evaluation criteria would be applied; and (5) the disposition that would be made of the reports prepared as a result of monitorship and evaluation. Estimated costs to the Agency in staff time have been attached to each policy option.

POLICY OPTION NO. I

Rationale.

This policy option assumes that the career development and preparation options of young people and adults cannot be separated from the broader environment in which they exist. It assumes that:

1. Young people and adults who are females and who observe only male school administrators in their environments will not aspire to be school administrators; that young people and adults who are males and who observe only female kindergarten and elementary school teachers in their environments will not aspire to be kindergarten and elementary school teachers.
2. Young people and adults who are males or females and who are not encouraged to compete against their opposite-sex peers in physical education programs and in extra-curricular activities will not ultimately have the personality characteristics and the mind set which permits them to compete against their opposite-sex peers in the work world.
3. Young people and adults who are males or females and who are not given comparable opportunities to develop physical strength, manual dexterity, and finger dexterity may ultimately be constrained, physically, from pursuing a career choice which most nearly meets their psychological needs and their personal aspirations.

Since the federally-sponsored demonstration projects in vocational education have been and will be concerned primarily with the career development and career preparation needs of young people and adults, this option extends monitorship and evaluation of demonstration projects into all aspects of the environment in which the project operates.

The only constraints it applies to monitorship and evaluation activities are those constraints which are currently imposed by HEW policy (review and enforcement of Civil Rights laws assigned to the HEW Office of Civil Rights); by Title IX, itself, (that portion of the curriculum and instructional materials which are not being supported directly and solely with Federal funds will not be the concern of Title IX); and by aspects of the Right to Privacy Act (which militate against the collection of individually-identifiable personal data without the informed parental and/or student consent.)

It further assumes that the HEW mandate to eliminate sex bias, sex-role stereotyping, and sex discrimination will be more fully achieved if program officers in the U. S. Office of Education inform the Office of Civil Rights and the U. S. Department of Labor of any potential Title IX violations or any Equal Employment or Equal Pay Act violations which they observe in institutions receiving Federal grants or contracts for demonstration activities in vocational education.

Effects.

This policy option would:

1. Clarify that BOAE recognizes the review and enforcement role of the HEW office of Civil Rights for Title IX; but, in the light of the Education Amendments of 1976, wishes to establish a policy of program monitorship, evaluation, and technical assistance by staff members assigned to monitor federally-administered demonstration projects in vocational education.

2. Require program monitors to establish a relationship with the HEW Office of Civil Rights teams, Contracts and Grants Officers, and other USOE and State audit teams working with the issue of Title IX compliance for the purpose of avoiding an undue burden on local districts or States

either in site visits for monitorship and evaluation purposes or in reporting results.

3. Require program monitors to extend their monitorship and evaluation activities to the staffing and salary patterns and the employment practices of the grantee or contractor as a whole in addition to those of the specific project being monitored.

4. Require program monitors to apply the criteria for monitorship to all products and materials (including curriculum and instructional materials, and progress, interim and final reports) emanating from the federally-supported educational activity. Any products or materials which contained sex bias or sex-role stereotyping would be deemed unacceptable by the project monitor.

5. Require the written report of any potential deviation from Title IX regulations which were observed while visiting the grantee/contract agency or institution whether or not the deviations occur within the federally-supported educational activity.

6. Require program monitors to extend project monotorship and evaluation to:

   --the composition of any advisory groups to the grantee/contractor

   --the fact that the recruitment and employment procedures of the grantee/contractor are reviewed by a staff member expert in Title IX regulations or that they meet Title IX requirements.

   --all aspects of the grantee's/contractor's educational program which fall within the purview of Title IX or the Education Amendments of 1976, including

      physical education programs
      extra-curricular activities
      recruitment, admissions, and school and class assignment practices
      behavior of professional staff toward students
      programs of guidance, counseling, placement and followup
      curriculum and instructional programs being supported directly and/or solely with federal funds
      adequacy of affirmative action programs for female employees

7. Constrain the project monitor from the collection of data which are individually identifiable. The projects, however, in keeping with instructions inherent in the Federal Register guidelines, would be required to analyze data collected in its own evaluation activities for the differential effects on students by sex and by race.

8. Require program monitors to make monitorship and evaluation reports available to the HEW Office of Civil Rights, the U. S. Department of Labor, USOE Grants and Contracts Officers, and to any other USOE or State audit groups in the interest of maximizing their impact.

Estimated costs in staff time for implementing Policy Option No. I.

It should be noted that the staff time estimates outlined here have been developed on a single project basis. In 1977, for example, one would multiply the costs shown by 65 (the number of continuation projects) to arrive at a cost for this policy option for one year. The staff time estimates do not represent the full range of staff responsibility for administering the demonstration program in vocational education. They relate only to the direct costs which are deemed to be essential, in addition to those currently being incurred, for the implementation of this policy option.

	Estimated Current Staff Days	Estimated Increase	Estimated Total
Grant Maintenance			
Forms	0	0	0
Audio Visuals, Foreign Travel, Copyrights, Printing, ADP	1	1/2	1 1/2
Fiscal, Progress (Q)	1/2	0	1/2
Modifications	1/4	1/4	1/2
Interim M_s	0	0	0
Project Materials, Final Reports, Closeouts, Files	1	3	4
Noncompeting Renewals	1/4	1/4	1/2
Inquiries	1/2	1/2	1
TOTAL GRANTS MAINTENANCE	3 1/2	4 1/2	8
Average Time--Site Visits			
Prepare site visit plan	1/2	1/2	1
Conduct Site Visit (including Travel)	1 3/4	2	3 3/4
Report on Site Visit	1/4	3/4	1
Follow-up--Technical Assistance	3/4	3/4	1 1/2
TOTALS, SITE VISITS	3 1/4	4	7 1/4
CUMULATIVE TOTALS	6 3/4	8 1/2	15 1/4

POLICY OPTION II

Rationale:

This policy option adds to the assumption that the career development and preparation options of young people and adults cannot be separated from the broader environment in which they exist (as in Policy Option I), the recognition of the limits of U. S. Office of Education staff and travel resources for monitorship and evaluation of the federally-supported demonstration projects in vocational education. It recognizes that many other federally-supported educational programs will be implementing similar policies on the monitorship and evaluation of sex bias and sex-role stereotyping, and that unlimited activity by program officers assigned to the demonstration projects in vocational education could well represent an overlap with the work of program officers in other areas of the Office of Education.

This policy option isolates some aspects of the broader environment in which a project operates as having a greater impact on that project and its participants than others. Only where a clear and immediate relationship can be shown between the grantee agency or institution's compliance with Title IX and the effectiveness of the project's provision of equal opportunities for women and men in employment and in education willl project monitors cite perceived noncompliance in a written report.

Currently, there are two specific instances where a heavy impact appears obvious on the projects and their participants:

1. The employment of the project staff, itself, and the role of women and men in advisory groups to the project, and
2. The overall guidance and counseling program of the school which may militate against the enrollment of or shape the participation of men and women in exploration or preparation opportunities for which the federal vocational education demonstration funds are being utilized.

In both these instances, though the practices may reside in the broader environment of the agency or institution, a clear and immediate impact on the project and its participants appears clear.

This policy option would encourage program officers to discuss, verbally, with the grantee or contractor any other potential violations which they may encounter or observe in the broader educational environment.

In its disposition of reports, this policy option assumes that the interests of the HEW mandate to eliminate sex bias and sex-role stereotyping will be best served if program officers in the vocational education demonstration program limit their reporting of results to "other units with a program concern" as opposed to any units in the HEW Office of Civil Rights or in the U. S. Department of Labor with an enforcement concern. In other words, grantees and contractors would have a clear understanding that the program concern is one of "calling attention to and helping to eliminate" sex bias, sex-role stereotyping, and sex discrimination and not one of "enforcing its elimination."

Under this option, the grantee or contractor would know that failure to comply with Title IX within the project and within the practices which impact on the project could result in the loss of grant or contract support as could failure to meet other program requirements that had been announced in the Federal Register and to which the proposal, itself, commits the grantee or contractor.

Effects.

This policy option would:

1. Clarify that BOAE recognizes the review and enforcement role of the HEW Office of Civil Rights for Title IX; but, in the light of the Education Amendments of 1976, wishes to establish a policy of program monitorship, evaluation, and technical assistance by staff members assigned to monitor federally-administered demonstration projects in vocational education.

2. Require program monitors to establish a relationship with HEW Office of Civil Rights teams, Contracts and Grants Officers, and other USOE and State audit teams working with Title IX compliance only for the purpose of avoiding an undue burden on local districts or States with site visits for monitorship and evaluation.

3. Require program monitors to limit the monitorship and evaluation activities to the staffing and salary patterns and the employment practices of/within the federally-supported project itself.

4. Require program monitors to apply the monitorship criteria to all products and materials (including curriculum and instructional materials; progress, interim and final reports) emanating from the federally-supported educational activity. Any products or materials which contain sex bias and sex-role stereotyping would be returned to the grantee or contractor for necessary revision prior to their acceptance by the project monitor.

5. Require the written report of only those potential deviations from Title IX which are observed within the specific federally-supported project being monitored or those which clearly and immediately impact on the project or its participants. Other observations of potential deviations would be discussed verbally with the grantee or contractor.

6. Require program monitors to extend project monitorship and evaluation to:

   --composition of any advisory groups to the project

   --the fact that the recruitment and employment procedures of the grantee/contractor for the project were reviewed by a staff member expert in Title IX regulations or that they met Title IX requirements.

   --all other aspects of the grantee's or contractor's educational program which fall within the purview of Title IX and/or the Education Amendments of 1976 and which impact on the student participants in the federally-supported vocational education demonstration project, including

      recruitment, admissions, and class assignments for the project

      behavior of professional staff toward students in the project

      programs of guidance, counseling, placement and followup both within the project and outside the project if they influence initial enrollment of students

      curriculum and instructional programs being supported directly and/or solely with vocational education demonstration program funds

      adequacy of affirmative action programs for female employees of the project

7. Constrain the project monitors from the collection of data which are individually identifiable. The projects, however, in keeping with instructions inherent in the Federal Register guidelines, would be required to analyze data collected in its own evaluation activities for any differential effects on students by sex and by race.

8. Limit the availability of monitoring and evaluation reports to any State vocational education audit teams scheduled to visit the same site and to the appropriate grants or contracts officers. The same reports could be made available to the HEW Office of Civil Rights teams, units in the Department of Labor, and others at their request. Reports made available to those outside

the U. S. Office of Education would carry the disclaimer that the monitorship and evaluation activities of program officers are not of the rigor or precision so that data contained therein could form the base for sanctions or other punitive actions against the grantee or contractor.

Estimated costs in staff time for implementing Policy Option II.

The reader should refer to page 17 for the limitations of the staff time estimates outlined below.

	Estimated Current Staff Days	Estimated Increase	Estimated Total
Grant Maintenance			
Forms	0	0	0
Audio Visual, Foreign Travel, Copyright, Printing, ADP	1	1/2	1 1/2
Fiscal, Progress (Q)	1/2	0	1/2
Modifications	1/4	1/4	1/2
Interim M_s	0	0	0
Project Materials, Final Reports, Closeouts, Files	1	3	4
Noncompeting Renewals	1/4	1/4	1/2
Inquiries	1/2	1/2	1
TOTALS, GRANT MAINTENANCE	3 1/2	4 1/2	8
Average Time--Site Visits			
Prepare site visit plan	1/2	1/4	3/4
Conduct Site Visit (including travel)	1 3/4	1	2 3/4
Report on Site Visit	1/4	1/4	1/2
Followup--Technical Assistance	3/4	1/2	1 1/4
TOTALS, SITE VISITS	3 1/4	2	5 1/4
CUMULATIVE TOTAL	6 3/4	6 1/2	13 1/4

POLICY OPTION III

Rationale.

This policy option assumes that BOAE wishes to assist the HEW Office of Civil Rights in eliminating sex bias and sex-role stereotyping; however, it limits monitorship and evaluation activities in several ways:

1. Monitorship and evaluation would not extend to staffing patterns or employment practices of the project itself (because they are a part of a broader system of practices than the project), and
2. The activities would be limited to those specific criteria which were announced in the Federal Register and against which proposals were written.

Only those aspects of Title IX and of the Education Amendments of 1976 which had been foreseen and which had been announced in the Federal Register specifically for the program at the time proposals were invited would form a part of vocational demonstration project monitoring and evaluation.

Effects.

This policy option would:

1. Clarify that BOAE recognizes the review and enforcement role of the HEW Office of Civil Rights for Title IX; but, in the light of the Education Amendments of 1976, wishes to establish a policy of program monitorship, evaluation, and technical assistance by staff members assigned to monitor federally-administered demonstration projects in vocational education.

2. Require program monitors to establish a relationship with HEW Office of Civil Rights teams, Contracts and Grants Officers, and other USOE and State audit teams working with Title IX compliance only for the purpose of avoiding an undue burden on local districts or States with site visits for monitorship and evaluation.

3. Require program monitors to extend the monitorship and evaluation activities only to those aspects of vocational demonstration projects that were named in the Federal Register; thereby not, in any case, monitoring or evaluating staffing and salary patterns and employment practices.

4. Permit program monitors to rely on the professional commitment of grantees and contractors to eliminate sex bias and sex-role stereotyping from the products and materials which emanate from their vocational demonstration activities.

5. Limit both the verbal recognition and the reporting of potential deviations from Title IX to those observed in the educational activity receiving the direct federal support of the vocational demonstration program.

6. Extend monitorship and evaluation activities only to those portions of the educational program receiving direct federal support for a vocational demonstration project and limit monitorship and evaluation criteria to those specifically stated in the Federal Register guidelines at the time proposals were developed. These would include:

   --behavior of professional staff toward students in the project

   --program of guidance, counseling, placement, and followup being offered participating students by the project

   --those portions of the curriculum and instructional material being supported directly and solely with federally-administered vocational education demonstration program funds.

7. Constrain the program monitor from the collection of data which are individually identifiable. Projects would not be required to analyze data collected in their own evaluatinn activities for differential impact on students by sex and by race.

8. Require project monitors to share monitoring and evaluation reports with other parties only upon receipt of formal written request under the "Freedom of Information Act."

Estimated costs in staff time for implementing Policy Option III.

The reader should refer to page 17 for the limitations of the staff time estimates outlined below.

	Estimated Current Staff Days	Estimated Increase	Estimated Total
Grants Maintenance			
Forms	0	0	0
Audio Visuals, Foreign Travel, Copyrights, Printing, ADP	1	1/2	1 1/2
Fiscal, Progress (Q)	1/2	0	1/2
Modifications	1/4	0	1/4
Interim M_s	0	0	0
Project Materials, Final Reports Closeouts, Files	1	3	4
Noncompeting Renewals	1/4	1/4	1/2
Inquiries	1/2	1/4	3/4
TOTALS, GRANTS MAINTENANCE	3 1/2	4	7 1/2
Average Time--Site Visits			
Prepare site visit plan	1/2	1/4	3/4
Conduct Site Visit (including travel)	1 3/4	1/2	2 1/4
Report on Site Visit	1/4	1/8	3/8
Followup--Technical Assistance	3/4	1/4	1
TOTALS, SITE VISITS	3 1/4	1 1/8	4 3/8
CUMULATIVE TOTALS	6 3/4	5 1/8	11 7/8

ANALYSIS OF POLICY OPTIONS

Items for Comparison	Option I	Option II	Option III
The purpose and range of coordination activities.	Site visits & reports HEW/OCR Teams US Dept. of Labor Contracts & Grants Officers USOE & State audit teams VE State Director State RCU Director	Site visits HEW/OCR Teams Contracts & Grants Officers USOE & State audit teams VE State Director State RCU Director	Site visits HEW/OCR Teams Contracts & Grants Officers USOE & State audit teams VE State Director State RCU Director
Scope of attention to salary/staffing patterns, employment practices, and advisory council composition	Applies to agency or institution receiving the grant award.	Applies only to demonstration project.	Does not apply.
Level of attention to products & materials emanating from the project	Full review	Full review	No review

Items for Comparison	Option I	Option II	Option III
Scope of monitorship & evaluation activity	Full review of agency or institution	Full review of project & other aspects with a clear and immediate impact	Full review of project
Kinds of activity to which criteria would apply	Advisory Groups to Grantee/Contractor Recruitment/employment procedures of Grantee/Contractor, generally Physical education Extra-curricular activities Recruitment, admissions, school & class assignments Behavior of professional staff toward students Guidance, counseling, placement & follow-up Curriculum & instructional program (federally-supported) Affirmative action for women employees Differential effects on students by race and sex	Advisory Groups to Project Recruitment/employment procedures for project Recruitment, admissions & class assignments for project Behavior of professional staff toward students in the project Guidance, counseling, placement & follow-up impacting on project & participants Demonstration curriculum & instructional program Affirmative action for women employees of the project Differential effects on students by sex and race	Behavior of professional staff toward students in the project Class or experience assignments within the project Guidance, counseling, placement & followup offered by project Demonstration curriculum and instructional program

Item for Comparison	Option I	Option II	Option III
Distribution of monitoring and evaluation reports.	HEW/OCR Teams US Dept. of Labor Contracts & Grants Officers USOE & State audit teams VE State Director State RCU Director	VE State Director State RCU Director Others on request (with disclaimer)	VE State Director State RCU Director Others only on formal request under Freedom of Information Act

FOOTNOTES

[1] Arlene Kaplan Daniels, A Survey of Research Concerns on Women's Issues, (Washington, D. C.: Association of American Colleges, Project on the Status and Education of Women, May, 1975), p. 33.

[2] Pamela Ann Roby, Vocational Education and Women, (California: University of California at Santa Cruz, May, 1975), ERIC Document Reproduction Service, ED 112-155, p. 37.

[3] Pamela Ann Roby, op. cit., p. 4.

[4] Mary L. Ellis, Ed., Women at Work, (Raleigh, North Carolina: North Carolina State University, Center for Occupational Education, 1974), ERIC Document Reproduction Service, ED 109-561, pp. 6-18.

[5] U. S. Department of Health, Education, and Welfare, The Rights and Responsibilities of Women: Recommendations of the Secretary's Advisory Committee on the Rights and Responsibilities of Women (Washington, D. C.: Office of the Secretary of HEW, 1974), p. 25.

[6] Mary L. Ellis, Ed., op. cit., pp. 6-18.

[7] Pamela Ann Roby, op. cit., p. 37.

[8] Jacob J. Kaufman, Nontraditional Vocational Educational Programs for Women, (Washington, D. C.: U. S. Office of Education, Bureau of Occupational and Adult Education, November, 1976), pp. 16, 17.

[9] Temple University, Women in Administrative Positions in Public Education, (Philadelphia: Recruitment Leadership and Training Institute of Temple University, July, 1974), p. 57.

[10] Jacob J. Kaufman, op. cit., p. 16, 17.

[11] U. S. Department of Health, Education, and Welfare, op. cit., pp. 25, 26.

APPENDIX E

A WORKSHEET: TRANSLATING POTENTIAL CRITERIA INTO ACTUAL CRITERIA

by Joyce Cook[1]

Submitted in partial fulfillment of the
requirements of the National Ed. D. Program
for Educational Leaders, Nova University

Introductory Practicum
Washington, D. C. II Cluster
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TRANSLATING POTENTIAL CRITERIA INTO ACTUAL CRITERIA

Having identified potential criteria for the monitorship and evaluation of educational activities for sex bias and sex-role stereotyping in a previous activity, the writer formed the following worksheet for translating these into specific criteria for a single educational activity. This worksheet permitted potential citeria to pass through a screen of (1) the limitations of Office of Education policy, (2) the nature of the projects to be monitored; in other words, the grade level and nature of the educational activities being supported in the projects; and (3) practical considerations in terms of the likelihood of objective observation, interview results, or evaluation requirements. The instrument which resulted, then, should be within Agency policy and practical for use by Federal project monitors.

Each item of potential criteria was coded with one of the following numbers if it was deleted as an item of actual criteria.

1 deleted for the absence of Office of Education policy to monitor;

2 deleted for an absence of relevance to the nature of the educational activity being sponsored;

3 deleted because of the impracticality of securing the data to answer the monitorship question; or

4 deleted because of advisory group reaction.

In addition, in the absence of Office of Education policy support to the contrary, monitorship will be limited to the specific educational activity and will not be applied to the Agency or institution, generally. Many of the criteria were, then coded:

5 reworded so it applies specifically to the educational activity being supported directly with the Federal funds being administered, or

6 reworded as the result of advisory group reaction to the initial wording.

In Fiscal Years 1976 and 1977 the vocational demonstration program was focused on the support of many projects which implemented an alternative learning program providing for the pursuit of learning activities by students out in the community. Though varying in the amount of time students spend in the community, many students are accessing all of their school-sponsored learning experiences either in an individualized fashion in the classroom or in the projects being carried out in the community. Consequently, projects focus on the secondary level and, in most instances, involve the completion of academic course work as well as career exploration and career decisionmaking pursuits.

In some instances, however, the projects deliver, under Federal sponsorship, only the career exploration and decisionmaking aspects; and, in a limited few, only vocational training through cooperative education or work experience programs.

The four-column worksheet which follows provided a column for the repeat of potential criteria from the previously-prepared literature review, a column for the codes explaining changes or deletions, a column for the most likely source of the data, and a column for the actual criteria for this program.

Illustration 5
Sample Page
A Worksheet Translating Potential Criteria
into Actual Criteria

TRANSLATING POTENTIAL CRITERIA INTO ACTUAL CRITERIA FOR MONITORING DISCRETIONARY PROJECTS IN VOCATIONAL EDUCATION FOR SEX BIAS AND SEX-ROLE STEREOTYPING

POTENTIAL CRITERIA	CHANGES AND/OR DELETIONS	LIKELY SOURCE OF DATA	ACTUAL CRITERIA
I. The provision of role models for young people in education, itself.	1		
A. Board of Education			
1. Officers	1, 4		
2. Members	1, 4		
B. Superintendent's Office			
1. Superintendent	1		
2. Administrative Staff	1		
3. Professional Staff	1		
4. Clerical Staff	1		
5. Total Staff	1		
C. School Personnel			
1. Elementary School Teachers	1		
2. Secondary School Teachers	1		
3. Elementary Administrators	1		
4. Secondary Administrators	1		

POTENTIAL CRITERIA	CHANGES AND/OR DELETIONS	LIKELY SOURCE OF DATA	ACTUAL CRITERIA
I. C. School Personnel, Cont.			
5. Supervisory Personnel	1		
6. Nonteaching Staff	1		
II. School and Class Assignments			
A. The school has approximately equal enrollment of male and female students	1, 4, 5, 6	Observation, Project Records	The project admits students without regard to whether they are male or female
B. Playground and lunchroom groups are integrated on the basis of sex.	1		
C. Elementary school classrooms are integrated on the basis of sex.	1		
D. High School courses are integrated on the basis of sex.			
1. Home Economics	1		
2. Family Living	1		
3. Industrial Arts	1		
4. Business	1		
5. Physical Education	1		

POTENTIAL CRITERIA	CHANGES AND/OR DELETIONS	LIKELY SOURCE OF DATA	ACTUAL CRITERIA
II. School and Class Assignments, Cont.			
E. Teachers and other personnel are assigned without regard to sex.			
1. Male teachers in elementary classrooms	1		
2. Female teachers in Industrial Arts	1		
3. Male teachers in home economics	1		
4. Hall Duty	1		
5. Bus Duty	1		
F. The same opportunities are open to both sexes for the credentialization of learning experiences which are external to the schools.		Student interviews, Project records	The same opportunities are open to both sexes for the credentialization of learning experiences which are either internal or external to the school.
G. Boys and girls enrolled in/employed through cooperative vocational education earn approximately equal beginning salaries.		Project records of earnings or student interviews	Boys and girls enrolled in or employed through cooperative vocational education or work study programs earn approximately the same salaries.

POTENTIAL CRITERIA	CHANGES AND/OR DELETIONS	LIKELY SOURCE OF DATA	ACTUAL CRITERIA
II. School and Class Assignments, Cont.			
H. Boys and girls completing vocational education programs enjoy approximately equal beginning salaries.	5	Follow-up Studies completed by the school/project.	Boys and girls completing vocational education programs supported under this project earn approximately equal beginning salaries.
I. Classrooms and laboratories are arranged and decorated in such a fashion as to be equally attractive for either sex.	6	Observation	Classrooms and laboratories are decorated (pictures, posters, bulletin boards, etc.) with attention to and portrayal of both sexes in a variety of nonstereotyped roles and activities.
J. Classrooms and laboratories are arranged in such a fashion as to integrate the sexes in their normally expected learning activities.	5, 6	Observation, Student interviews, student surveys.	Classroom, laboratory and/or community work is structured in such a fashion as to integrate and to treat the sexes identically in the assignment of learning activities.
K. Recruitment procedures and materials are free from bias.		Observation	Recruitment procedures and materials are free from sex bias and sex-role stereotyping.
L. Admission criteria result in approximately equal enrollment of both sexes with respect to marital status, parental status, etc.		School records--conditions for student participation.	Admissions rules with respect to actual or potential marital status are nondiscriminatory.

POTENTIAL CRITERIA	CHANGES AND/OR DELETIONS	LIKELY SOURCE OF DATA	ACTUAL CRITERIA
II. School and Class Assignments, Cont.			
M. The student population (in the case of special schools) with respect to sexes represents that of the sending schools to the special schools.	5	Observation, Project records.	The student population in the project with respect to sexes approximates that of the sending schools to the project.
N. Special recruitment activities have been undertaken to correct disproportionate enrollments.		Project records.	Special recruitment activities have been undertaken to correct disproportionate enrollments.
III. The behavior of teachers and other school staff members toward students.			
A. Rewards and punishments are provided as they are deemed appropriate to the behavior displayed by the student and the situation, not as they a are deemed appropriate to the sex of the student.		Student interviews, Student surveys.	Rewards and punishments are provided as they are deemed appropriate to the behavior displayed by the student and the situation, not as they are deemed appropriate to the sex of the student.
B. Classroom activities are described/prescribed without regard to the sex of the student.		Student interviews, Student surveys.	Project staff and teachers do not permit the differentiation of skills to be perpetuated by sex when the total command of all skills will be essential to mastery/employment; i.e.,classroom activities and assignments are described/prescribed without regard for the sex of the student.

POTENTIAL CRITERIA	CHANGES AND/OR DELETIONS	LIKELY SOURCE OF DATA	ACTUAL CRITERIA
III. The behavior of teachers, etc., Cont.			
C. Academic expectations are the same without regard to the sex of the student.	5	Student interview, Student survey.	Academic/occupational course expectations are the same without regard for the sex of the student.
D. Students are equally encouraged to pursue further their strengths or weaknesses without regard for their sex.		Student interview, Student survey.	Students are equally encouraged to pursue their strengths or to correct their areas of weakness without regard for their sex.
E. Teachers do not use sexist terms when referring to students, nor in describing their behavior.		Student interview, Student survey.	Teachers and others avoid using sexist terms in referring to students and in describing their behavior.
F. The school has provided staff training about sexism and its implications in the schools.	5	Teacher and staff interview, project records.	The project has provided staff training on bias, stereotyping, and/or discrimination in their treatment of students and on its implications for their students.

POTENTIAL CRITERIA	CHANGES AND/OR DELETIONS	LIKELY SOURCE OF DATA	ACTUAL CRITERIA
III. The behavior of teachers, etc., Cont.			
G. Men and women students are equally encouraged to engage in: 1. Analytical thinking; 2. Independent/dependent activities; 3. The display of fearfulness/fearlessness; 4. The display of submissiveness/agressiveness; 5. The display of characteristics and patterns of behavior which are deemed essential to the care and nurturance of family.		Student interviews; Student surveys.	Men and women students are equally encouraged to engage in: --analytical thinking; --independent/dependent activities; --the display of fearfulness/fearlessness; --the display of submissiveness/agressiveness; --the display of characteristics and patterns of behavior which are deemed essential to the care and nurturance of a family.
H. Activities and materials are avoided which tend to exclude the participation or comfort of students from single-parent families; in other words, "parents" are equally treasured, whether of one sex or the other.		Observation; Project records; student interview; student survey.	Activities and materials are avoided which tend to exclude the participation or comfort of students from single-parent families; in other words, "parents" are equally treasured, whether of one sex or the other.

POTENTIAL CRITERIA	CHANGES AND/OR DELETIONS	LIKELY SOURCE OF DATA	ACTUAL CRITERIA
III. The behavior of teachers, etc., Cont.			
I. Single people with satisfying lives and work are presented.	Restated and moved to another section.		
J. Students are helped to recognize and minimize the misimpressions currently existent in their textbooks and instructional materials, including:	6	Project records, Student interviews, Student surveys.	Within programs of career counseling and guidance, students are helped to:
1. Discussing what are desirable "human characteristics" without regard to sex.			--discuss what are "desirable human characteristics"without regard to sex.
2. Gather statistics on the existence of various family structures and compare these against those families portrayed in their textbooks and instructional materials.	4		
3. Differentiate between their concept of "the ideal man" and "the ideal woman" and those presented in the media.			--differentiate between their own concepts of the "ideal man" and "the ideal woman" and those presented in the media.

POTENTIAL CRITERIA	CHANGES AND/OR DELECTIONS	LIKELY SOURCE OF DATA	ACTUAL CRITERIA
III. The behavior of teachers, etc., Cont.			
4. Relating the current social status of women and men to the requirements of the labor market.	6		--differentiate between the social status of men and women as it relates to the current requirements of the labor market.
5. Analyzing sexism in popular songs, jokes, cartoons, nursery rhymes, the classics, toys and toy packaging.	6		--investigate and analyze subtle forms of sex bias and sex-role stereotyping in their own daily lives.
6. Placing as great emphasis on girls'achievements as on girls' looking fashionable and boys' looking athletic.	6		--understand the impact of sex bias and stereotyping on each other--male and female--and on their relationships to each other. --recognize their own sex biases and the limitations they may be imposing on themselves.
K. School staffs and teachers in classrooms and laboratories do not permit the differentiation of skills to be perpetuated when the total command of all skills will be essential to master/employment.	See Item III.A.		As great emphasis is placed on girls' achievements as on their looking "fashionable and effiminate" and as great emphasis is placed on boys' achievements as on their looking "athletic and masculine."

POTENTIAL CRITERIA	CHANGES AND/OR DELETIONS	LIKELY SOURCE OF DATA	ACTUAL CRITERIA
III. The behavior of teachers, etc., Cont.			
L. School staffs and teachers in classrooms and laboratories encourage the transfer of skills between sexes by having the skill achieved by one sex reflect on the teaching ability of the sex currently having mastered the skill.	4		
IV. Counseling and Guidance Program.			
A. Counselors are available to all students on request.	5	Project records, Student interviews, Student surveys.	Counselors are equally available to male and female students on request.
B. Boys and girls are referred to counselors in equal numbers.	5	Project records, Student interviews, Student surveys.	Male and female students or potential students are referred to counselors in approximately equal numbers.
C. Counselors recommend programs and courses without regard to the sex of the student.	5	Student interviews, Student surveys	Counselors recommend programs and courses without regard to the sex of the inquiring student.

POTENTIAL CRITERIA	CHANGES AND/OR DELETIONS	LIKELY SOURCE OF DATA	ACTUAL CRITERIA
IV. Counseling and Guidance Program, Cont.			
D. All students are encouraged to explore the advantages and disadvantages of course preferences including such aspects as:	5	Student interview, Student survey.	All students are helped to explore the advantages and disadvantages of course preferences and career choices, including such aspects as:
1. The income associated with various skills and knowledges in the society.	5		--the income levels associated with various skills and knowledges in the society.
2. Power (personal) as associated with income and the various skills and knowledges in the society.	6		--individual freedom of choice as associated with income and the various skills and knowledges in the society.
3. Personal satisfaction that can accrue from working in areas of greatest individual potential.	5		--personal satisfaction that can occur from working in areas of greatest individual interest and potential.
E. Career information materials have been excluded from counseling and guidance programs when they contain sex bias and sex-role stereotyping.		Observation	Career information materials have been excluded from counseling and guidance programs when they contain sex bias and sex-role stereotyping.

POTENTIAL CRITERIA	CHANGES AND/OR DELETIONS	LIKELY SOURCE OF DATA	ACTUAL CRITERIA
IV. Counseling and Guidance Program, Cont.			
F. Career counseling programs provide role models of men and women in a variety of jobs and occupations.	5	Project records, Teacher/staff interviews.	Career counseling programs provide role models of men and women in a variety of jobs and occupations (including those which are non-traditional to their sex.)
G. Men and women are equally represented on the counseling staff.	1		
H. Interest inventories which contain sex bias have been eliminated from use or steps have been taken to reduce the ill-effects of bias on occupational aspiration.	5	Observation, Project records, Teacher/staff interviews.	Interest inventories and other appraisal instruments which contain sex bias have been eliminated from use or steps have been taken to reduce the ill effects of their bias on occupational aspiration and occupational choice.
I. Students are encouraged to value and to develop intellectual abilities without regard to sex.		Student interviews, Student surveys.	Students are encouraged to value and to develop intellectual abilities without regard to sex.
J. Students are informed of changing employment practices which previously operated to restrict career choices.		Project records, Student interviews, Student surveys.	Students are informed of changing employment practices which previously operated to restrict career choices.

POTENTIAL CRITERIA	CHANGES AND/OR DELETIONS	LIKELY SOURCE OF DATA	ACTUAL CRITERIA
IV. Counseling and Guidance Program, Cont.			
K. Special programs of counseling support are provided young people who select non-traditional career and educational pursuits.	5	Project records, Teacher/staff interviews, Student interviews.	Special programs of counseling, guidance, placement, and peer support are provided young people who select nontraditional career and/or educational pursuits.
L. As great emphasis is placed on the career decisions of women as on the career decisions of men.	5	Student interviews, Student surveys.	As great an emphasis is placed on the career choices and career decisions of women as on the same decisions of men.
M. Women and men students are provided information about their rights to equal educational and employment opportunities under the law and are provided simulated activities for dealing with sexism and discrimination.		Project records, Teacher/staff interviews, Student interviews or surveys.	Women and men students are provided information about their rights to equal educational and employment opportunities under the law and are provided simulated activities for dealing with sexism and discrimination.
V. Sports and Extra-curricular Activities.			
A. Competitive sports are:			
1. Equally available for men and women.	1		

POTENTIAL CRITERIA	CHANGES AND/OR DELETIONS	LIKELY SOURCE OF DATA	ACTUAL CRITERIA
V. Sports and Extra-curricular Activities, Cont.			
2. Designed for the participation of men and women together when they have the ability.	1		
B. Total budget expenditures for physical education activities are equal for men and women.			
1. For the actual support of programs (equipment, travel, etc.)	1		
2. For the salaries of men and women coaches.	1		
3. For the salaries of men and women sports officials.	1		
C. Girls and boys have equal access to facilities and equipment such as gyms, swimming pools, and tennis courts. (Equal access includes equally convenient time to the student.)	1		
D. Boys and girls sports are given equal services (medical, insurance, publicity, scouting, audio-visual, and clerical services.	1		

POTENTIAL CRITERIA	CHANGES AND/OR DELETIONS	LIKELY SOURCE OF DATA	ACTUAL CRITERIA
V. Sports and Extra-curricular Activities, cont.			
E. All students receive equal encouragement to participate in:			
1. Arts and crafts	1		
2. Dance Groups	1		
3. Student government	1		
4. Music	1		
5. Dramatics	1		
F. Students and teachers are provided equal encouragement and equal access to participate in or provide leadership for all clubs, honor societies and other extra-curricular activities sponsored by the school.	1		
G. Coaches and other sponsors are assigned to extra-curricular activities without regard to sex; i.e., as many women are assigned to traditionally "male" activities as men are to traditionally "female"activities.	1		

POTENTIAL CRITERIA	CHANGES AND/OR DELETIONS	LIKELY SOURCE OF DATA	ACTUAL CRITERIA
V. Sports and Extra-curricular Activities, Cont.			
H. Competitive sports and other competitive extra-curricular activities are given equal value and reward within the school structure, including assembly-time, scholarship awards for demonstrated excellence, etc.	1		
I. Teachers, coaches, etc. treat physical pain associated with work and play in the same fashion for boys and girls and expect the same behavior reactions to pain without regard to sex.	1		
J. The interests of students were taken into account in developing the athletic/extra-curricular program.	1		
K. Pep Clubs, Pep Rallies, etc. are held equally for women's teams as for men's teams.	1		
L. Athletic banquets, awards nights, and other functions are held in equal number for male and female teams.	1		

POTENTIAL CRITERIA	CHANGES AND/OR DELETIONS	LIKELY SOURCE OF DATA	ACTUAL CRITERIA
V. Sports and Extra-curricular Activities, Cont.			
M. Comparable scholarships and awards are available to students without regard to sex.	1		
N. If schools have sex-restricted awards, they are limited to teams that are permitted to be sex-separate.	1		
O. Athletic awards are proportionate to the number of each sex participating in interscholastic competition.	1		
VI. Facilities			
A. Comparable locker rooms, toilets, showers, etc. are provided for men and women and are equally convenient to the work or play area.	5	Observation	Facilities (laboratories, classrooms, showers, and other restroom facilities) are equally and comparably available to both sexes.
B. All other facilities are open to and are equally available to members of both sexes.	1		
C. Title IX considerations are a part of planning for both new facilities and for additions to current facilities.	1		

POTENTIAL CRITERIA	CHANGES AND/OR DELETIONS	LIKELY SOURCE OF DATA	ACTUAL CRITERIA
VIII. Curriculum and Instructional Material.			
A. Teachers have the training and information needed to analyze instructional material for sexist content.	5	Project records	Teachers have been provided the training and information necessary to eliminate sex bias and sex-role stereotyping from their curriculum (instruction and materials.)
B. Students are encouraged to make critical analyses of the materials they are furnished.	5	Project records Student interviews, Student surveys.	Students are encouraged to make critical analyses of the educational activities and materials they are furnished for sex bias and sex-role stereotyping.
C. Materials are brought in that portray men and women in non-stereotyped ways.	5	Project records, Observation	Where sex bias or sex-role stereotyping is identified in materials currently in use or in those being purchased, supplementary materials and procedures are being used to correct the misimpressions being given or being reinforced for the learner.
D. Materials which have been developed do not contain sex bias and sex-role stereotyping.	5	Observation	Procedures have been established for the review of all curriculum and instructional materials being purchased or being developed for sex bias and sex-role stereotyping.

POTENTIAL CRITERIA	CHANGES AND/OR DELETIONS	LIKELY SOURCE OF DATA	ACTUAL CRITERIA
VII. Curriculum and Instructional Material, Cont.			
E. Social science and history courses:		Project records	Social science, history, physical science, and mathematics courses include the contributions and roles of women in the society on an equal basis with the contributions and roles of men.
1. Include the contributions and roles of women in the society.	5		
2. Include the study of societies where male/female roles are different than in this country.	4		
F. Literature courses place equal emphasis on the study of authors with the female perspective.	5	Project records	Literature courses place an equal emphasis on the contributions of female authors.
G. Health, physical and sex education courses treat the two sexes with equal respect and promote the concept of equal responsibility for birth control, venereal disease, abortion, adoption, etc.		Project records, Student interviews, Student surveys.	Health, physical education, and sex education courses treat the two sexes with equal respect and promote the concept of equal responsibility for birth control, venereal disease, abortion, adoption, etc. in the society.

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POTENTIAL CRITERIA	CHANGES AND/OR DELETIONS	LIKELY SOURCE OF DATA	ACTUAL CRITERIA
VII. Curriculum and Instructional Materials, Cont.			
H. Graphics, pictures, and audio-visuals used in the classroom portray groups of people (and individuals) in non-stereotyped roles:	5, 6	Observation	Graphics, pictures, and audio-visuals used in the classrooms portray groups of people (and individuals) in non-stereotyped roles:
1. Men caring for children 2. Men cooking 3. Men cleaning 4. Women in skilled and technical occupations such as electricity and electronics. 5. Women in professional occupations such as law, politics and medical doctors. 6. Men and women are equally portrayed in both active and passive roles in the society.			--An equal number of portrayals of men and women engaged in the work of the home and in related work (men and women engaged in cooking, cleaning, child care, home and lawn maintenance and repair, nursing, and teaching in the elementary schools). --An equal number of men and women (including mothers and fathers) are portrayed as being engaged in skilled, technical, and professional occupations and in positions or situations of authority. --An equal number of men and women are portrayed in "active" and "passive" roles and in "dependent" and "independent" roles (art, music, crafts,

POTENTIAL CRITERIA	CHANGES AND/OR DELETIONS	LIKELY SOURCE OF DATA	ACTUAL CRITERIA
VII. Curriculum and Instructional Materials, Cont.			drama, in strenuous physical situations, traveling, operating machines, and constructing things.) --An equal number of men and women are portrayed as being older, wiser, stronger, more compassionate, more perceptive, rougher and ruder, more sensitive and more emotional than their peers of the opposite sex. --An equal number of men and women are portrayed as cooperating with each other and with their peers of the opposite sex.
I. Language in instructional materials has been corrected to eliminate a one-gender reference to the exclusion of the other.	5, 6	Observation	The content of curriculum and instructional materials used in the classrooms: --Contains language that has been adjusted to eliminate a one-gender reference to the exclusion or the minimizing of the other and other stereotypical language has been eliminated or neutralized.

POTENTIAL CRITERIA	CHANGES AND/OR DELETIONS	LIKELY SOURCE OF DATA	ACTUAL CRITERIA
VII. Curriculum and Instructional Material, Cont.			
			--Sets forth an equal number of males and females as the leading character.
			--Reflects genuine friendships and activities of cooperation and competition between the sexes.
			--Treats praiseworthy traits--strength, compassion, initiative, warmth, perceptiveness, courage, and resourcefulness--as human traits rather than as "masculine" or "feminine" traits.
			--includes materials on single-parent families, families with working mothers, extended families, single people, childless couples, and old people in realistic and positive ways.
J. All educational materials and processes have been reviewed and "sexist" humor has been eliminated.		Observation, student interviews.	All educational materials and processes have been reviewed and "sexist" humor has been eliminated.

POTENTIAL CRITERIA	CHANGES AND/OR DELETIONS	LIKELY SOURCE OF DATA	ACTUAL CRITERIA
VII. Curriculum and Instructional Materials, Cont.			
K. People of both sexes are portrayed as cooperating with each other on an equal basis.	6 See Item I, as revised.		
L. Genuine friendships between the sexes are shown.	6 See Item I, as revised.		
M. Leading characters in stories and illustrations are women as often as men.	6 See Item I, as revised.		
N. Girls and women are sometimes taller, older, wiser than their male peers.	6 See Item H, as revised.		
O. Neither sex is ridiculed or insulted in educational materials and processes.	5	Student interviews, Student surveys.	Neither sex is ridiculed, insulted, or harrassed in educational processes and materials.
P. Women and girls are shown solving problems independently of male assistance.	5 See Item H, as revised.		
Q. Women and girls are shown earning money, awards and rewards.	5 See Item H, as revised.		
R. Women are shown in positions of authority.	5 See Item H, as revised.		

POTENTIAL CRITERIA	CHANGES AND/OR DELETIONS	LIKELY SOURCE OF DATA	ACTUAL CRITERIA
VII. Curriculum and INstructional Materials, Cont.			
S. Men are shown enjoying art, music, crafts, drama.	5 See Item H, as revised.		
T. Boys and men are shown expressing gentle feelings, as being sensitive and as being emotional.	5 See Item H, as revised.		
U. Materials on social problems give adequate coverage to the inequities in property and marriage, in taxes and social services, in education and the job market.	5	Observation, Student interviews, Student surveys.	Curriculum areas devoted to social problems give adequate coverage to inequities for males and females in marriage laws, in taxes and social services, and in education and the job market.
V. Materials which are being considered for purchase are systematically reviewed for sex bias and sex-role stereotyping.	5 See Item D, as revised.		
VIII. The adequacy of affirmative action activity by the grantee institution or organization.			
A. Positive action steps.			
The school system/institution has appointed a Title IX Coordinator	1		

POTENTIAL CRITERIA	CHANGES AND/OR DELECTIONS	LIKELY SOURCE OF DATA	ACTUAL CRITERIA
VIII. The adequacy of affirmative action, Cont.			
2. An evaluation process has been implemented to examine all aspects of school policies and programs for limitations placed on students.	1		
3. Such evaluation places a special emphasis on areas which have certain groups of students underrepresented.	1		
4. Employment policies and practices have been studied for sex discrimination.	1		
5. Appropriate policy modifications and remedial steps have been taken to insure compliance with Title IX.	1		
6. Steps have been taken to maintain for 3 years a file describing the Title IX self-evaluation process and all modifications and remedial actions taken.	1		

POTENTIAL CRITERIA	CHANGES AND/OR DELETIONS	LIKELY SOURCE OF DATA	ACTUAL CRITERIA
VIII. The adequacy of affirmative action, Cont.			
7. Efforts toward achieving compliance with Title IX are sufficiently documented so that the district/agency/instititution is able to make the assurance statements necessary for all applications for federal financial assistance.	1		
8. The grantee institution or agency has provided inservice training for school personnel on the issues of discrimination underlying Chapter 622 (Title IX).	1		
B. Informational Activities.			
1. Notices to parents about Title IX and its implications for school policies and programs have been disseminated.	1		
2. Title IX has been explained to the community via newspaper, radio, television.	1		
3. Information materials have been prepared and provided students.	1		

POTENTIAL CRITERIA	CHANGES AND/OR DELETIONS	LIKELY SOURCE OF DATA	ACTUAL CRITERIA
VIII. Adequacy of affirmative action, Cont.			
4. Informational materials are provided potential and actual employees.	1		
5. Information materials have been provided unions and professional organizations.	1		
6. Informational materials have been provided applicant referral sources.	1		
7. All students and employees have been notified of the name, address, and telephone number of the Title IX Coordinator.	1		
8. Grievance procedures have been established and published.	1		

Appendix F

IDENTIFYING
NONTRADITIONAL CAREERS FOR WOMEN AND MEN

by Joyce Cook[1]

Submitted in partial fulfillment of the
requirements of the National Ed. D. Program
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IDENTIFYING
NONTRADITIONAL CAREERS FOR WOMEN AND MEN

A persistent question that was raised over and over again as the writer pursued the administrative improvement activity on sex bias and sex-role stereotyping was, "What is a nontraditional career?"

In the process of carrying out a study for the U. S. Office of Education, completed in September, 1976, Koba Associates, Inc., stated:

> Koba had fully expected that there would be some consensus about a definition of non-traditional occupations for women since the phrase is used so often by women's rights groups, researchers, labor leaders and educators. When Koba informally surveyed the literature and discussed the definition with a number of these groups, however, the staff found that more often than not a definition did not exist although examples of traditional occupations (e.g., teachers in the elementary and secondary schools, nurses, secretaries) were readily provided. Furthermore, even when defined, the defintiion was obviously developed for a specific purpose and not easily expanded to the entire labor force. For instance, the definition used in class action suits is lenient, requiring that only 10 percent of the labor force for a specific occupation be famale to define an occupation as traditional. When recent statistics indicate that approximately 48 percent of the female population is now working, this leaves a considerable gap between equality and adjudication.
>
> Because of a lack of consensus, it became apparent that for the purposes of the bibliography Koba would have to develop a quantitative working definition of non-traditional occupations. Only by establishing a statistical boundary could the staff use the Bureau of the Census and Department of Labor figures to determine whether an occupation is non-traditional. This is especially important in the few borderline cases (e.g., college and university teachers as a group, sociologists) which could fall into either group using the Bureau of the Census Detailed Characteristics.
>
> Solution: Base the definition on the proportion of women in the labor force as a whole. This required, of course, a choice

of a reference year. Because the bibliography was to cover the literature from January, 1970, to the present, and because the 1970 Census would provide a good reference base the 38 percent figure (the proportion of the labor force that was female in 1970) was chosen as the cutoff. Therefore, the definition for the bibliography became:

A NON-TRADITIONAL OCCUPATION IS ANY OCCUPATION WHERE WOMEN CONSTITUTE LESS THAN 38 PERCENT OF THE LABOR FORCE.

Accepting this defintion as appropriate for occupations for women which are non-traditional, it follows that, conversely, a non-traditional occupation for men would be:

A NON-TRADITIONAL OCCUPATION IS ANY OCCUPATION WHERE MEN CONSTITUTE LESS THAN 62 PERCENT OF THE LABOR FORCE.

The writer has prepared the attached charts based on the above definitions of nontraditional careers for women and men. Though it is to be conceded that what is a nontraditional career in some areas of the United States for women or men is a traditional career in some other area, most vocational demonstration projects will find that the charts are appropriate. The Office of Education is aware, of course, that in Alaska, at least, the first chart is inaccurate. The agricultural occupations in Alaska are nontraditional pursuits for men. The traditional woman in Alaska pursues agriculture and the traditional man pursues the hunting and fishing occupations. In Alaska, then, we would expect that the vocational demonstration project would be encouraging young men to explore the agricultural occupations and the young women, the hunting and fishing occupations.

No effort has been made by the writer to make the clusters that have been used mutually exclusive. Rather, an effort has been made, particularly for home economics occupations to expand that cluster to occupations which appear related in any way.

AGRICULTURE AND AGRIBUSINESS CAREERS

NONTRADITIONAL CAREERS FOR WOMEN	PERCENTAGE FEMALE OF THE LABOR FORCE
Agricultural Engineer (Based on figure for all engineers)	1
Agricultural Engineering Technician (Includes all agriculture and biological, except health)	31
Agricultural Scientists (Includes Agricultural chemist, Soil Scientist, Soil-Fertility Expert)	7
Feed and Farm Management Advisor	16
Buyers and shippers, farm products	3
Farm manager	4
Farm foreman	5
General farmer	4
Gneral farm hand	18
Farm equipment mechanic	1

NONTRADITIONAL CAREERS FOR MEN	PERCENTAGE MALE OF THE LABOR FORCE
None identified	

BUSINESS AND OFFICE CAREERS

NONTRADITIONAL CAREERS FOR WOMEN	PERCENTAGE FEMALE OF THE LABOR FORCE
Public relations person	26
Personnel - Labor management relations	30
Underwriter (Insurance agents, brokers and underwriters)	12
Loan Counselor	28
Property - Rental agent	31
Credit analyst (Banking)	28
Real estate appraisers	3
Claims adjuster	26
Manager, financial institution	16
Finance, Insurance and Real Estate Managers	16
Loan officer	28
Claims examiner	26
Accountant (includes budget accountant)	26
Manager, Electronic data processing	12
Computer engineer	1
Programmer, business	22
Computer operator	29
Shipping and receiving clerk	14
Stock clerk	22

NONTRADITIONAL CAREERS FOR MEN	PERCENTAGE MALE OF THE LABOR FORCE
Bank teller	14
Secretary	3
Stenographer	7
Typist	6
Duplicating - Machine operator	44
Transcribing machine operator	30
Clerk-typist	13
Adding machine operator	9
Tabulating machine operator	51
Payroll clerk	32
Statistical clerk	36
Bookkeeper	19
Billing clerk	18
Key-punch operator	11
Clerical supervisor	58
File Clerk	19
Cashier (includes cashier checker)	17
Receptionist	6

COMMUNICATIONS MEDIA CAREERS

NONTRADITIONAL CAREERS FOR WOMEN	PERCENTAGE FEMALE OF THE LABOR FORCE
Printing machine operator	8
Lithographer and Photoengraver	11
Compositor	14
Electrotyper and Stereotyper	4
Electronic engineer	1
Field engineer	1
Radio & television repair	3
Audio-Video repair	3
Rigger (Based on "lineman' designation)	1
Radio electrician (based on figure for all electricians)	18
Air traffic controller	5
Light technician (based on figure for all technicians)	11
Video recording engineer (based on figure for all engineers)	1
Motion picutre camera operator and sound effects technician (based on figure for all technicians)	12
Motion picture projectionist	4
Motion picture set electrician (based on figure for all electricians)	18
Photography film technician (based on figure for all technicians)	11
Telecommunications service engineer (based on figure for all engineers	1
Telephone engineer (based on figure for all engineers)	1
Communications manager	11
Telegrapher	28
Communications engineer (based on figure for all engineers)	1
Telephone service, central office installer, and repair	3

NONTRADITIONAL CAREERS FOR MEN	PERCENTAGE MALE OF THE LABOR FORCE
Phototypesetter operator	54
Bookbinder, hand	43
Photographic process workers	54
Telephone operator	6

CONSTRUCTION CAREERS

NONTRADITIONAL CAREERS FOR WOMEN	PERCENTAGE FEMALE OF THE LABOR FORCE
Architects	4
Civil engineer	1
Draftspersons	8
Surveyors	3
Construction inspectors; public administration	2
Managers and administrators, construction	3
Brickmasons and stonemasons	1
Bulldozer operators	1
Cabinetmakers	5
Carpenters	1
Carpet installers	2
Cement and concrete finishers	1
Craneperson, derrickperson, hoistperson	1
Electricians	2
Electric lineperson and cableperson	1
Excavating, grading, and road machine operators, except bulldozers	1
Floorlayers, except tilesetters	2
Forepersons, n.e.c. Construction	1
Inspectors, n.e.c., Construction	1
Millwrights	1
Molders, metal	11
Painters, construction and maintenance	4
Plasterers	1
Plumbers and pipefitters	1
Rollers and finishers, metal	6
Roofers and slaters	2
Sheetmetal workers and tinsmiths	2
Shipfitters	1
Structural metal craftsperson	1
Tile setters	1
Asbestos and insulation workers	2
Dry wall installers and lathers	1
Sawyer	9
Carpenter's helper	2
Construction laborers, except carpenter's helpers	2
Lumberpersons, raftspersons and woodchoppers	2

NONTRADITIONAL CAREERS FOR MEN	PERCENTAGE MALE OF THE LABOR FORCE
Solderers (also appears in manufacturing)	18

FINE ARTS AND HUMANITIES CAREERS

NONTRADITIONAL CAREERS FOR WOMEN	PERCENTAGE FEMALE OF THE LABOR FORCE
Architect	4
Draftsperson	7
Photographer (includes portraits, news and scientific)	13
Painter, Paintings restorer, sculptor	35
Literary writers, poets, and playwrights	29
Musicians	35
Radio and television announcer	6
Religion and theology (includes Roman Catholic Priest, Rabbi, Protestant Minister)	2

NONTRADITIONAL CAREERS FOR MEN	PERCENTABE MALE OF THE LABOR FORCE
Dancer	19
Decorators and window dressers	43

HEALTH CAREERS

NONTRADITIONAL CAREERS FOR WOMEN	PERCENTAGE FEMALE OF THE LABOR FORCE
Chiropractors	8
Dentists	4
Optometrists	4
Pharmacists	12
Physicians, medical and osteopathic	9
Podiatrists	8
Veterinarians	5

NONTRADITIONAL CAREERS FOR MEN	PERCENTAGE MALE OF THE LABOR FORCE
Dieticians	9
Registered nurses	3
Therapists	37
Clinical laboratory technologists and technicians	28
Dental hygienists	6
Health record technologists and technicians	8
Radiologic technologists and technicians	32
Therapy assistants	34
Dental assistants	2
Health aids except nursing	2
Health trainees	6
Lay midwives	20
Nursing aides, orderlies & attendants	15
Practical nurses	4

HOME ECONOMICS AND RELATED CAREERS

NONTRADITIONAL CAREERS FOR WOMEN	PERCENTAGE FEMALE OF THE LABOR FORCE
Manager, restaurant, cafeteria and bar	34
Manager, food stores	12
Manager, retail trade, apparel and accessories	34
Manager, retail trade, furniture, home furnishings and equipment stores	12
Manager, finance, insurance, and real estate	17
Manager, personal services	26
Real estate appraisers	4
Upholsterers	16
Meatcutters and butchers, except manufacturing	5
Meatcutters and butchers, manufacturing	26
Operatives, manufacturing food and kindred products	32
Janitors and sextons	13
Bakers	30

NONTRADITIONAL CAREERS FOR MEN	PERCENTAGE MALE OF THE LABOR FORCE
Home management advisors	4
Dieticians	8
Child care workers, except private household	7
Social workers	37
Salesworkers, demonstrators	9
Salesworkers, real estate agents and brokers	32
Tailors	31
Clothing ironers and pressers	25
Dressmakers and seamstresses, except factory	5
Operatives, laundry and dry cleaning, n.e.c.	36
Meat wrappers, retail trade	7
Sewers and stitchers	6
Textile operatives	49
Operatives, manufacturing apparel and other fabricated textile products	25
Chamber servants and servants, except private household	5
Cleaners and charpersons	43

HOME ECONOMICS AND RELATED CAREERS

NONTRADITIONAL CAREERS FOR MEN, CONTINUED	PERCENTAGE MALE OF THE LABOR FORCE
Cooks, except private household	37
Board and lodging housekeepers	28
Housekeepers, except private household	28
Welfare service aides	24
Child care workers, private household	2
Cooks, private household	6
Housekeepers, private household	4
Servants, private household	3

MANUFACTURING CAREERS

NONTRADITIONAL CAREERS FOR WOMEN	PERCENTAGE FEMALE OF THE LABOR FORCE
Chemical engineers	1
Electrical and electronic engineers	2
Industrial engineers	3
Mechanical engineers	1
Metallurgical and materials engineers	1
Engineering teachers (college and university)	6
Physics teachers (college and university)	5
Operational research analysts	9
Electric and electronic engineering technician	6
Industrial engineering technician	12
Mechanical engineering technician	4
Manufacturing managers and administrators, n.e.c., salaried	6
Expediters and production controllers	23
Boilermakers	1
Foreperson, manufacturing	8
Jewelers and watchmakers	12
Job and die setters, metal	3
Machinists	3
Mechanics and repairpersons:	
Air conditioning, heating and refrigeration	1
Aircraft	3
Automobile body repairpersons	1
Automobile mechanics	1
Data processing machine repairpersons	3
Farm implements	1
Heavy equipment mechanics, including diesel	2
Household appliance and accessory installers and mechanics	2
Loom fixers	2
Office machines	2
Radio and television	4
Railroad and car shop	1
Millwrights	1
Molders, metal	11
Opticians and lens grinders and polishers	22
Pattern and model makers, except paper	5
Power station operators	3
Stationary engineers	1
Tool and die makers	2

MANUFACTURING CAREERS

NONTRADITIONAL CAREERS FOR WOMEN, CONTINUED	PERCENTAGE FEMALE OF THE LABOR FORCE
Operatives:	
Bottling and canning operatives	34
Cutting operatives, n. e. c.	26
Dyers	9
Filers, polishers, sanders, and buffers	21
Furnacepersons, smelterpersons, and pourers	4
Metal platers	9
Mixing operatives	4
Oilers and greasers, except auto	3
Painters, manufactured articles	14
Precision machine operatives (drill press, grinding machine, lathe and milling	9
Punch and stamping press operatives	30
Stationary fireperson	5
Welders and flamecutters	6
Laborers, manufacturing	12

NONTRADITIONAL CAREERS FOR MEN	PERCENTAGE MALE OF THE LABOR FORCE
Operatives:	
Assemblers	52
Checkers, examiners, and inspectors; manufacturing	53
Graders and sorters, manufacturing	36
Produce graders and packers, except factory and farm	27
Milliners	9
Packers and wrappers, except meat and produce	39
Shoemaking and machine operatives	40
Textile operatives	46
Winding operatives, n.e.c.	49

MARINE SCIENCE CAREERS

NONTRADITIONAL CAREERS FOR WOMEN	PERCENTAGE FEMALE OF THE LABOR FORCE
Scientists, Biological	35
Scientists, Chemists	12
Scientists, Geologists	4
Scientists, Marine	5
Fisherpersons and oysterpersons	4

NONTRADITIONAL CAREERS FOR MEN	PERCENTAGE MALE OF THE LABOR FORCE
None identified	

MARKETING AND DISTRIBUTION CAREERS

NONTRADITIONAL CAREERS FOR WOMEN	PERCENTAGE FEMALE OF THE LABOR FORCE
Engineers, sales	1
Public relations people and publicity writers	26
Bank officers and financial managers	18
Buyers and shippers, farm products	3
Buyers, wholesale and retail trade	30
Credit persons	28
Funeral directors	7
Purchasing agents and buyers, n. e. c.	2
Sales managess and department heads, retail trade	24
Sales managers, except retail trade	4
Managers and administrators, n. e. c. salaried, wholesale trade	7
Managers and administrators, n.e.c., salaried, retail trade:	
Hardware, farm equipment, and building material retailing	5
General merchandise stores	24
Food stores	12
Motor vehicle and accessories retailing	5
Gasoline service stations	3
Apparel and accessories stores	34
Furniture, home furnishing and equipment stores	12
Managers and administrators, finance,insurance, and real estate	17
Managers and administrators, business and repair services	14
Managers and administrators, n.e.c., self-employed, retail trade	20
Managers and administrators; self-employed:	
Finance, insurance, and real estate	13
Business and repair services	12
Salesworkers:	
Advertising agents and salespersons	19
Insurance agents, brokers, and underwriters	12
Real estate agents and brokers	32
Stock and bond salespersons	9
Salespersons and sales clerks, n.e.c.:	
Sales representatives, manufacturing	8
Sales representative, wholesale trade	6
Salespersons, retail trade	13
Salespersons of services and construction	33

MARKETING AND DISTRIBUTION CAREERS

NONTRADITIONAL CAREERS FOR WOMEN, CONTINUED	PERCENTAGE FEMALE OF THE LABOR FORCE
Collectors, bill and account	36
Insurance adjusters, examiners, and investigators	27
Real estate appraisers	4
Shipping and receiving clerks	14
Stock clerks and storekeepers	23
Stock handlers	18
Warehousepersons, n.e.c.	4
Laborers, wholesale and retail trade	12

NONTRADITIONAL CAREERS FOR MEN	PERCENTAGE MALE OF THE LABOR FORCE
Sales clerks, retail trade	35
Bank tellers	14
Billing clerks	18
Cashiers	16
Counter clerks, except food	33
Enumerators and interviewers	22
Decorators and window dressers	42
Food counter and fountain workers	24

NATURAL RESOURCES AND ENVIRONMENTAL CAREERS

NONTRADITIONAL CAREERS FOR WOMEN	PERCENTAGE FEMALE OF THE LABOR FORCE
Aeronautical and astronautical engineers	2
Mining engineers	1
Petroleum engineers	1
Foresters and conservationists	4
Atmospheric and space scientists	9
Physicists and astronomers	4
Asbestos and insulation operatives	2
Driller, earth	6
Mine operatives, n.e.c.	2
Paper and allied products operatives	23
Petroleum and coal products operatives	2
Rubber and miscellaneous plastic products operatives	34
Laborers, Paper and allied products	9
Laborers, Petroleum and coal products	3
Laborers, Rubber and miscellaneous plastic products	22

NONTRADITIONAL CAREERS FOR MEN	PERCENTAGE MALE OF THE LABOR FORCE
Leather and leather products operatives	43
Laborers, Leather and leather products	35

PERSONAL SERVICES CAREERS

NONTRADITIONAL CAREERS FOR WOMEN	PERCENTAGE FEMALE OF THE LABOR FORCE
Funeral Directors	7
Embalmers	5
Managers and administrators, personal services	26
Managers and administrators, Self employed, personal services	31
Shoe repairpersons	20
Attendants, recreation and amusement	24
Baggage porters and bellhops	26
Barbers	5
Elevator operators	27

NONTRADITIONAL CAREERS FOR MEN	PERCENTAGE MALE OF THE LABOR FORCE
Vocational and educational counselors	56
Waiters	11
Airline attendants	4
Child care workers, except private household	7
Hairdressers and cosmetologists	10
Housekeepers, except private household	28
Chamber servants and servants, except private household	5
Child care workers, private household	2
Cooks, private household	6
Housekeeper, private household	4
Servants, private household	3
Tailors	31
Clothing ironers and pressers	25
Dressmakers and seamstresses, except factory	5

PUBLIC SERVICE CAREERS

NONTRADITIONAL CAREERS FOR WOMEN	PERCENTAGE FEMALE OF THE LABOR FORCE
Economists	11
Political scientist	13
Historian (teacher, college and university)	17
Sociologist	35
Urban and Regional Planners	11
Lawyers and judges	5
Archivists	30
Biology teacher (college & university)	20
Chemistry teachers (college and university	13
Engineering teachers (college and university)	6
Physics teachers (college and unviersity)	7
Math teachers (college and university	19
Economics teachers (college and university)	10
History teachers (college and university)	19
Inspectors, Federal administration and Postal Service	8
Inspectors, State public administration	5
Inspectors, Local public administration	10
Officials and administrators; public administration	
Federal administration & postal service	17
State public administration	13
Local public administration	26
Post Office Managers and Mail Superintendents	31
School administrators, College	23
School administrators, elementary and secondary	27
Mail carriers, Post Office	8
Meter readers, utilities	3
Forepersons, Transportation, communications, and other public utilities	4
Garbage collectors	1
Firefighters, fire protection	1
Guards and watchpersons	5
Police officers and detectives	4
Sheriffs and bailiffs	6

PUBLIC SERVICE CAREERS

NONTRADITIONAL CAREERS FOR MEN	PERCENTAGE MALE OF THE LABOR FORCE
Librarian	19
Library Technical Assistant	11
Social worker	37
English teachers (college and university)	58
Adult education teachers	46
Elementary school teachers	12
Prekindergarten and kindergarten teachers	2
Secondary school teachers	52
Vocational and educational counselors	56
Teacher aides, except school monitors	10
School monitors	11
Crossing guards and bridge tenders	43

RECREATION, HOSPITALITY, AND TOURISM CAREERS

NONTRADITIONAL CAREERS FOR WOMEN	PERCENTAGE FEMALE OF THE LABOR FORCE
Officials of lodges, societies, and unions	16
Restaurant, cafeteria, and bar managers	32
Bartenders	21
Buspersons	14
Attendants, recreation and amusement	24
Baggage porters and bellhops	3
Ushers, recreation and amusement	30

NONTRADITIONAL CAREERS FOR MEN	PERCENTAGE MALE OF THE LABOR FORCE
Professional recreation workers	59
Receptionist	5
Food counter and fountain worker	24
Waiters	11
Airline attendants (stewards and stewardesses)	4
Boarding and lodging housekeepers	28

TRANSPORTATION CAREERS

NONTRADITIONAL CAREERS FOR WOMEN	PERCENTAGE FEMALE OF THE LABOR FORCE
Mechanical engineers	1
Mechanical engineering technicians	4
Airplane pilots	1
Air traffic controllers	5
Flight engineers	3
Officers, pilots, and pursers; ship	2
Railroad conductors	1
Managers and administrators, n.e.c., transportation	12
Managers and administrators, n.e.c., Self-employed, transportation	10
Dispatchers and starters, vehicle	17
Automobile accessories installers	4
Forepersons, transportation, communication, and other public utilities	4
Inspectors, railroads and railway express service	1
Locomotive engineers	1
Locomotive firepersons	1
Aircraft mechanics	3
Automobile body repairpersons	1
Automobile mechanics	1
Heavy equipment mechancis, including diesel	2
Railroad and car shop mechanics	1
Garage workers and gas station attendants	3
Operatives, manufacturing transportation equipment	15
Boat persons and Canalpersons	7
Bus drivers	28
Conductors and motorpersons, urban rail transit	25
Deliverypersons and routepersons	3
Forklift and towmotor operatives	2
Motorperson, mine, factory, logging camp, etc.	2
Parking attendants	4
Railroad brakepersons	1
Railroad switchpersons	2
Taxicab drivers and chauffeurs	6
Truck drivers	2
Freight and materials handlers	3
Longshoreworkers and stevedores	2
Teamsters	4
Vehicle washers and equipment cleaners	10

TRANSPORTATION CAREERS

NONTRADITIONAL CAREERS FOR MEN	PERCENTAGE MALE OF THE LABOR FORCE
Airline attendant	4

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